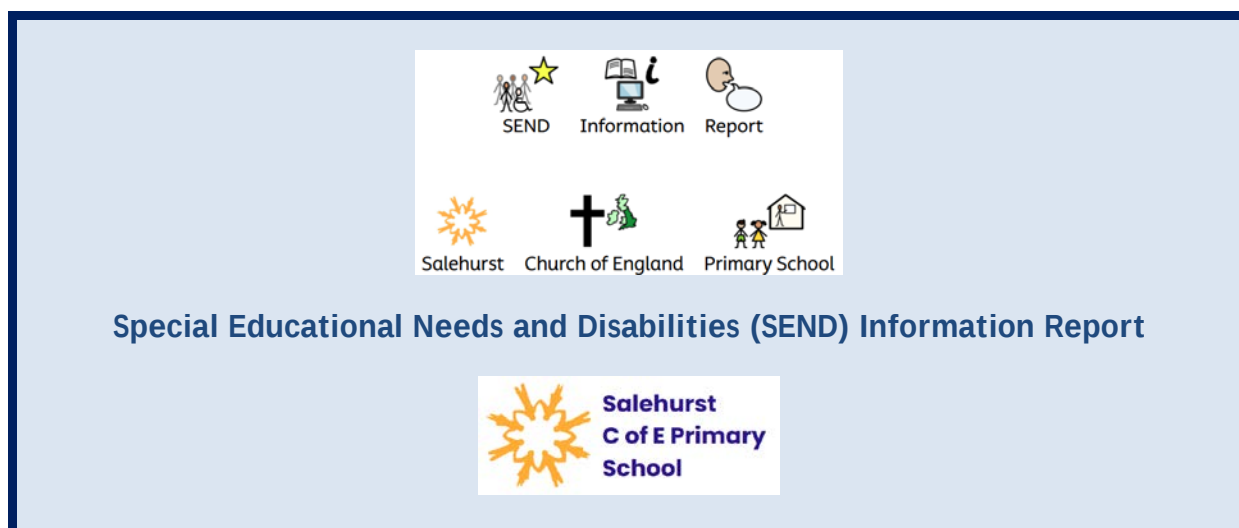
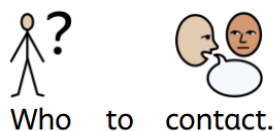




This SEND Information Report explains how Salehurst Church of England Primary School supports children and young people with Special Educational Needs and Disabilities.

It has been written in line with the Children and Families Act 2014 and the SEND Code of Practice 2015 and should be read alongside the school's SEND Policy and Accessibility Plan. The report is reviewed annually to ensure it reflects current practice and the needs of our school community.

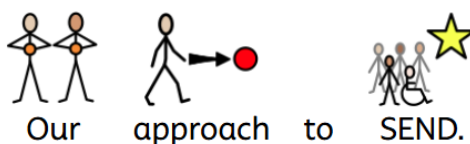
At Salehurst, we are guided by our Christian values and believe that every child is unique, valued and capable of flourishing. We aim to create an environment where children feel safe, supported and confident to learn, grow and achieve their potential.



If you have any questions or concerns about your child's learning, development or wellbeing, your first point of contact will usually be your child's Class Teacher. They work closely with pupils each day and are best placed to discuss progress or concerns.

The SENDCo oversees SEND provision across the school and supports staff, pupils and families to ensure appropriate support is in place. The Headteacher also has overall responsibility for inclusion and wellbeing.

Contact details for the school and SENDCo can be found on the school website.



At Salehurst, inclusion is central to everything we do. We believe that high quality teaching, strong relationships and a supportive environment enable children to thrive both academically and emotionally.

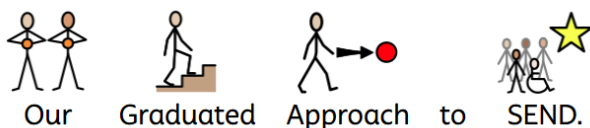
We recognise that children may develop additional needs at different points in their school journey and so support is therefore flexible and responsive rather than fixed. Our approach is always child centred, with a focus on understanding individual strengths, needs and interests.

We follow the graduated approach of Assess, Plan, Do and Review. This ensures that support is carefully planned, regularly reviewed and adapted when necessary so that children receive the right level of support at the right time.



Children's needs are identified through ongoing assessment, observation and discussion with parents and carers. Teachers monitor progress closely and raise any concerns with the SENDCo if a child is not making expected progress or is experiencing difficulties with learning or wellbeing.

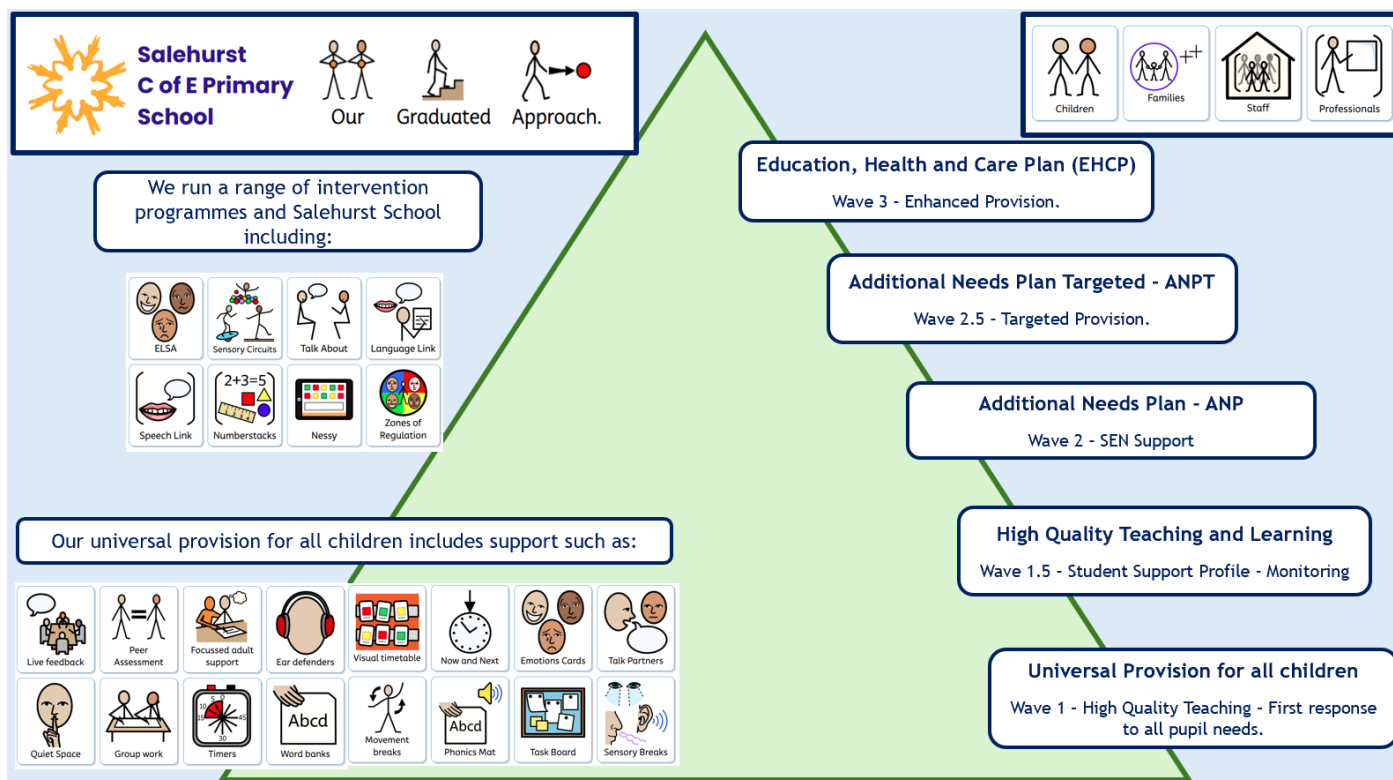
Identification may be informed by classroom observations, assessment information, discussions with families, pupil voice, information from previous settings or advice from external professionals. We place a strong emphasis on early identification so that appropriate support can be put in place as soon as possible.



At Salehurst Church of England Primary School, we use a graduated approach to ensure that every child receives the right level of support at the right time. This means that support is carefully matched to a child's needs and can change as they develop and make progress.

The SENDCo maintains an Inclusion Register, which is a working document used to help monitor and support children who may need additional help. This register is flexible and regularly reviewed. Children may move on or off the register depending on their needs and progress.

All children begin with high quality classroom teaching, which is designed to meet the needs of most learners. This includes clear routines, adaptive teaching, visual support and strategies to support attention, regulation and learning. Some children may also have a One Page Profile to help staff understand how best to support them in class.



If a child needs additional support, they may receive Student Support. At this stage, a Student Support Profile is used to outline strengths, areas of need and strategies to support learning. This support is reviewed in every long term and is adjusted as needed.

Some children may require more structured or longer-term support. These children may have an Additional Needs Plan (ANP) and receive SEN Support. This involves more detailed planning, regular reviews and, where appropriate, advice from external professionals.

A smaller number of children may need more targeted support and may be supported through an Additional Needs Plan Targeted (ANPT). This reflects a higher level of need and ensures that support is carefully planned, monitored and reviewed.

A very small number of children have an Education, Health and Care Plan (EHCP). An EHCP is a legal document issued by the Local Authority following a detailed assessment of a child's needs. It sets out the support required and the outcomes to be achieved. EHCPs are reviewed annually in partnership with families and professionals.

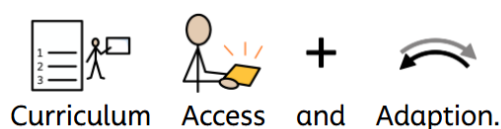
The graduated approach is not fixed. Children may move between levels of support depending on their progress and needs. Our aim is always to provide the right support at the right time so that every child can feel confident, included and able to thrive.

How we support children with SEND.

All children at Salehurst benefit from high quality, inclusive classroom teaching. Lessons are planned carefully to ensure they are accessible and engaging, with clear routines, visual support and opportunities for movement and regulation.

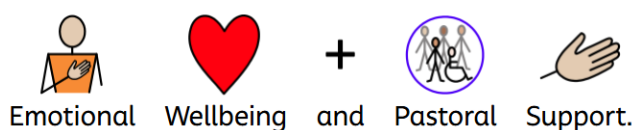
Some children may need additional support for a period of time. This may include small group work, individual support, targeted interventions or adapted resources. Support is planned carefully and reviewed regularly to ensure it is effective and appropriate.

For children with more complex needs, we work closely with external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and CLASS (Communication Language Autism Support Service).

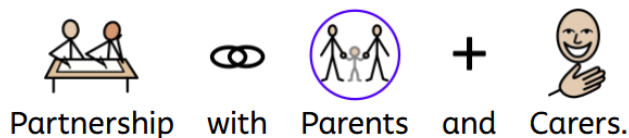


All pupils at Salehurst have access to a broad and balanced curriculum. Teaching is adapted to meet individual needs and ensure that children can engage fully in school life.

Adaptations may include changes to teaching approaches, use of visual or practical resources, additional processing time, sensory or movement breaks or the use of assistive technology. We aim to support children to develop confidence, independence and a positive attitude towards learning.

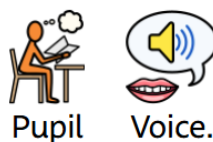


We recognise that emotional wellbeing plays a vital role in learning. At Salehurst, we take a nurturing and trauma informed approach, recognising that behaviour is a form of communication. Support for emotional wellbeing may include the use of calm spaces, emotional regulation strategies, use of The Nest or The Pod, trusted adults and small group or individual support. Staff receive training in emotional literacy and wellbeing and work closely with families to ensure consistency between home and school.



We believe that strong partnerships with parents and carers are essential in supporting children effectively. We value open and honest communication and encourage families to share any concerns or questions they may have.

Parents are involved in reviewing progress, planning support and celebrating success. Regular meetings, consultations and informal discussions help to ensure that support is consistent and responsive to each child's needs.



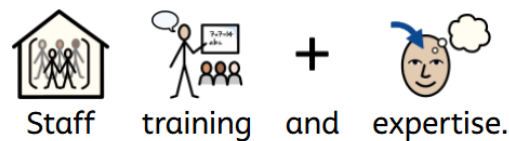
Children are encouraged to share their views about what helps them to learn and feel safe in school. This may take place through discussion, supported reflection or visual tools appropriate to the child's age and needs.

Listening to pupil voice helps us to ensure that support is meaningful and that children feel involved in decisions about their learning.



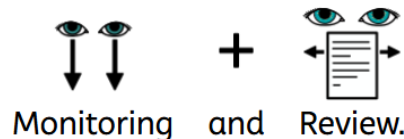
Transitions are carefully planned to help children feel confident and supported as they move through school or on to their next stage of education.

This may include additional visits, transition booklets, meetings with parents or close liaison with other settings. We work hard to ensure that transitions are positive experiences and that children feel well prepared for change.

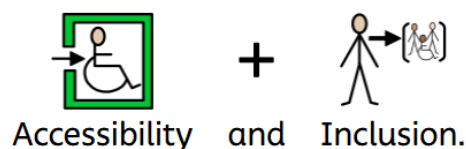


Staff at Salehurst receive regular training in SEND and inclusive practice. This includes training in areas such as autism, emotional regulation, speech and language support, trauma informed practice and neurodiversity.

The SENDCo supports staff through training, guidance and collaboration with external professionals to ensure practice remains effective and up to date.



The progress of pupils with SEND is monitored regularly through pupil progress meetings, review of support plans, observation and discussion with parents and pupils. Progress is considered holistically and includes academic development, emotional wellbeing, confidence and independence. Support is adapted where necessary to ensure the best possible outcomes.



We are committed to ensuring that our school environment is accessible and inclusive. Reasonable adjustments are made where needed and we work closely with families and external agencies to remove barriers to learning wherever possible. Our Accessibility Plan is reviewed regularly and is available on the school website.



Further advice and support can be accessed through services such as the East Sussex Local Offer, Amaze SENDIASS and local health and therapy services. Information about these services can be provided by the school on request.

Review of this report

This SEND Information Report is reviewed annually to ensure it reflects current legislation, school practice and the needs of our pupils.

Last reviewed: January 2026

Next review:

