



# SEND Information Report

Updated: March 2026

Review: March 2027

## School Ethos for SEND

We are an inclusive school and aim to meet the needs of every child. We recognise the importance of high-quality teaching to enable all children to reach their potential and ensure this is on offer through an 'Ordinarily Available' approach. Ordinarily Available Provision is an Essex approach which refers to the strategies and support all children can access in the classroom without needing SEND support. We focus on pre-emptive inclusion within our classrooms to ensure children are regulated and their needs are met. We also recognise that, at times, we may need to offer a more personalised approach which is 'additional to and different from' class provision to support every child's needs. Our approach to inclusive teaching is explicitly aligned with the Essex *Ordinarily Available: Inclusive Teaching Framework*. This ensures that high-quality, inclusive teaching is consistently delivered in every classroom and is the first response to meeting the needs of all pupils, including those with SEND. Ordinarily Available provision is expected to be consistently implemented across all classrooms and reviewed regularly to ensure high-quality inclusive practice for all pupils.

All teachers are responsible and accountable for the progress and attainment of all pupils in their class, including those with SEND. We adopt a non-labelling, needs-led approach to identifying and supporting pupils, focusing on removing barriers to learning and enabling all children to achieve well.

Our provision follows a graduated, tiered approach:

- **Universal provision** (Ordinarily Available) for all pupils
- **Targeted provision** for pupils requiring additional support
- **Specialist provision** for pupils with more complex needs, including those with EHCPs

### What types of SEND does the school provide for?

Communication and Interaction – children may have difficulty saying what they want to, understanding what is being said to them or they may have difficulty understanding the social rules of communication. This includes children with autistic spectrum disorders (ASD), including Asperger syndrome.

Cognition and learning – learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). This area includes specific learning difficulties (SpLD) such as specific literacy difficulties, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – children may experience a wide range of social and emotional difficulties, such as becoming withdrawn and isolated, as well as expressing their emotions through challenging and disruptive behaviours. This area includes children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - children may require special educational provision because they have a disability which needs specialist support and/or equipment in order to access school life and learning. This includes children who have a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

### How does the school identify SEND?

Through regular assessment and observation teachers are able to identify children who are not making the expected level of progress in areas of learning such as reading, writing and number work.

When a child is not making expected progress, additional classroom support such as short targeted intervention groups ('fix it' groups) will be put in place to address gaps in learning. Additional teaching, pre-teaching or interventions will also be put in place to help fill the gap. Children who don't have SEND usually progress quickly once the gap in their learning has been filled.

If a child is still struggling to make expected progress, the teacher will talk to the SENCo. The SENCo will observe in the classroom and, alongside the teacher, carry out assessments to see what a child's strengths and difficulties are. They will have discussions with the class teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENCo will ask for parents/carers opinions and speak to the child to gain their input as well.

To ensure that we target your children's support effectively, we will then consider what the need may be and how best to support. A child does not need to be diagnosed to receive support in school. Their presenting need will always be the driving factor of provision put in place.

Based on all of this information, the SENCo will decide whether a child needs additional support. If a child does need SEND support, they will be added to the school's SEND register. A child is placed on the SEND register if their learning difficulty or disability calls for special educational provision which is 'additional to or different' from what is ordinarily available to children of the same age.

### **What should parents do if they think their child has SEND?**

There are a number of ways that you can discuss any concerns that you have.

- Speak to your child's Class Teacher in the first instance so that they can discuss what they see in the classroom and any strategies they already have in place to support your child.
- If you feel that additional support may be needed for your child beyond the classroom after speaking to the Class Teacher then speak to Mrs Copp (Deputy Headteacher/SENCO) on Studybugs, Class Dojo or by telephoning the school (01206 843683).
- Speak to your GP, in collaboration with the school, if you feel that there may be an underlying medical need.

### **How does the school adapt teaching for children with SEND?**

Our adaptive teaching reflects the Essex Ordinarily Available framework, which outlines universal strategies that should be present in all classrooms. These include high-quality teaching, clear routines, effective scaffolding, and adaptations that respond to the strengths and needs of all learners.

Class teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to a child's needs. We make sure that a child has access to a broad and balanced curriculum in every year they are at our school.

We adapt how we teach to suit the way a child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to every child.

These adaptations include:

- Adapting our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.
- Adapting our resources and staffing.
- The timetable may need to be adapted to suit the specific needs of an individual child.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, fidgets, wobble cushions, resistance bands, ear defenders.
- Timetabled pre-emptive support such as soft starts to the morning before going to class, scheduled movement breaks, now and next, decompression time throughout the day, scheduled use of the Rainbow Room or Sunbeam Room.
- LSAs may support children on a 1-to-1 basis with some interventions including speech and language support.
- LSAs and teachers support children in small groups for interventions.
- Some children may be taught core curriculum subjects in small intervention groups to aid adaptive teaching.

These strategies form part of our universal provision and are available to all pupils as part of high-quality teaching before additional or different provision is considered.

### **What is Ordinarily Available provision?**

Ordinarily Available provision refers to the range of inclusive strategies, adaptations and high-quality teaching approaches that are available to all pupils in every classroom. These are outlined in the Essex Ordinarily Available Inclusive Teaching Framework and include:

- High expectations and inclusive values
- Positive relationships and behaviour support
- An enabling and accessible learning environment
- Strong support for speech, language and communication
- Evidence-informed pedagogy, memory and metacognition strategies
- Effective assessment, planning and teaching
- High-quality literacy and mathematics teaching
- Adaptations, scaffolds and reasonable adjustments
- Motivation, recognition and feedback

These approaches are consistently embedded across the school to ensure that barriers to learning are reduced for all pupils. Where pupils require support that is additional to or different from this universal provision, targeted or specialist interventions may be implemented following the graduated approach.

### **How does the school assess for SEND?**

Identification of SEND is considered only after high-quality, Ordinarily Available provision has been implemented and reviewed, ensuring that any lack of progress is not due to gaps in teaching or provision. This ensures that SEND is not identified where progress can be improved through high-quality teaching alone.

Children are assessed for SEND through a range of statutory and school assessments, observations and by information gathering from the child, parent/carers, teachers, LSAs, in school Thrive Practitioner and Behaviour Support and other professionals such as the Inclusion partner (a specialist professional, often within educational settings, who helps schools, early years providers, and colleges develop inclusive practices for children with SEND) and Educational Psychologist.

**Statutory Assessments:** Early Years Baseline Assessment, Year 1 Phonics check, Year 4 Multiplication tables check, Year 6 SATs.

**School Assessments:** Nesy Reading and Spelling, Special Needs Assessment Profile (SNAP), PIRA Reading assessments, Spelling assessments, Independent Writing, White Rose Maths assessments, Twinkl Phonics, Speech and Language (Wellcomm), Connected Steps curriculum and assessment programme (SEND assessment tool).

### **How does the school support children’s emotional, mental and social wellbeing?**

We provide support for children to progress in their emotional and social development in the following ways:

- Whole school behaviour management plan based on positive relationships, praise and reward.
- Staff trained in Trauma Perceptive Practice.
- Regulation plans – individualised approach to behaviour and regulation.
- Personal, Social, Health Education curriculum (PSHE).
- Thrive approach used throughout the school.
- Sunbeam Room in KS1 and Rainbow Room in KS2, which can be accessed as and when needed.
- Referrals to Child and Adolescent Mental Health Service (CAMHS).
- Family Support Worker attached to the school.
- Use of Child First to access counselling.
- Lunch club for children who find the dinner hall and/or playground, including social interactions, difficult to manage.
- Talk Time sessions.
- Sand play.
- Circle of friends groups.
- A ‘zero tolerance’ approach to bullying.
- Inclusion team in school to support children and families.

These approaches reflect the Ordinarily Available framework’s focus on relationships, emotional wellbeing and co-regulation as key foundations for learning.

### **How does the school measure children’s progress?**

We follow the ‘graduated approach’ to meeting children’s SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

#### **Assess**

We identify a child’s strengths and needs through assessment, observations and input from parents/carers and the child.

#### **Plan**

We agree outcomes and plan the support needed to help the child make progress.

#### **Do**

The class teacher implements the support, with guidance from the SENCo.

#### **Review**

We evaluate the impact of the support and adapt provision where necessary.

This process is regularly reviewed. If the review shows a child has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

As part of this process, we regularly review the effectiveness of Ordinarily Available provision in the classroom to ensure that teaching remains inclusive, responsive and appropriately adapted before moving to more targeted or specialist support.

### **How are parents involved in decisions about their child's education?**

Parents are invited to termly One Plan meetings with the class teacher following the graduated approach outlined above. The SENCo will have an overview of all of these meetings and will attend at key points such as transitions or when an EHCP application is being considered. Specialist staff involved with your child may also be invited to the meetings. The meetings involve:

- Setting clear outcomes.
- Reviewing progress towards outcomes.
- Discussing the support needed to help a child progress.
- Identifying what school will do, what parents/carers will do, and what the child will do.

After these meetings we make a record of any outcomes, actions and support that have been agreed. This record is shared with all relevant staff, and parents/carers are given a copy.

Annual reviews are held for children with an Education, Health and Care Plan. Parents/carers are invited to attend and give their views. Annual reviews are attended by the SENCo, class teacher and any specialists who are involved.

If parents have concerns that arise between meetings, they are encouraged to contact the Class Teacher or SENCo.

### **How are children involved in decisions about their education?**

The level of involvement depends on the child's age, and level of confidence. We recognise that no two children are the same, so we decide on an individual basis.

We may seek a child's views through:

- Attending meetings to discuss their progress and outcomes.
- Sharing their views on a one-page profile with a trusted adult.
- Completing a pupil questionnaire.
- Contributing to 'my views' for their annual review.

### **Staff training and expertise to support SEND**

The school SENCo is Mrs Toni Copp who holds the role in addition to the role of Deputy Headteacher. Mrs Toni Copp holds the qualification of National Award in Special Educational Needs and attends regular meetings and training to keep her training in SEND up to date.

All staff receive ongoing training and support to ensure a secure understanding and consistent implementation of the Ordinarily Available Inclusive Teaching Framework alongside training specific to SEND needs and are supported by the SENCo to meet the needs of pupils who have SEND.

### **What specialist agencies and expertise are available to the school?**

Where there are concerns around a child's progress specialist support may be sought. This is discussed with parents/carers who must give consent before a referral is made. Parents/carers are notified when a specialist comes in to school to see their child and the outcome of the visit is shared with parents/carers. In some cases, parents/carers are invited to meet the specialist.

Referrals may be made to one or more of the following specialists:

- School Nurse
- Continence Nurse
- Paediatrics
- Occupational Therapy
- Speech and Language Therapist
- Educational psychologist
- Inclusion Partner
- Social Care
- Family Support Worker
- Family Solutions
- CAMHS (Child and Adolescent Mental Health Service)
- Child First Counselling

This contact is made when needed on an individual case basis and always in collaboration with parents.

#### **How does the school make sure children are included in all aspects of school life?**

We are an inclusive school and will ensure that reasonable adjustments are made to make sure that all children can be included in the curriculum, school life, extra-curricular activities and trips.

#### **How accessible is the school environment?**

All reasonable adjustments have been made to meet the needs of children with disabilities. Risk assessments and accessibility plans are written and reviewed on a regular basis for children needing specialist equipment. Equipment is checked on a regular basis through the Occupational Therapy Service and Essex Equipment Services.

The school has the following provision in place to support children and adults with disabilities:

- Ramp access to the school building and playground, portable ramp in KS1, two accessible toilets, portable toilet, ceiling hoist, manual hoist, changing table, internal lift

Staff members needing to use manual handling and hoisting are fully trained.

For further information, please refer to the school's Accessibility Plan which can be found on the school website.

#### **What support is in place for transitions between class and settings?**

##### **Support from Pre-school/nursery to Early Years include:**

- Pre-school/nursery visits, Induction visits, Parents welcome meeting, Parent and teacher meeting, SENCo meeting with pre-school/nursery SENCo, Transition events between settings

##### **Between classes:**

- Handover meeting between teachers, SENCo meeting with new teachers, move up afternoon -it is recognised some children may need additional visits and time with the new teacher, Transition booklets with pictures of the new teacher and LSA, the classroom and other areas which may be new to the child, transition One Plan meeting for children receiving One Planning

#### **Primary to Secondary:**

- Open days organised by the secondary school- it is recognised some children may need additional visits, Secondary staff visit to primary school, SENCo meeting with secondary SENCo, School staff meet with staff from the secondary school, Transition booklets supporting the move to secondary school, transition events for parents.

#### **Admission arrangements for children with SEND**

The Local Authority admissions criteria is followed in all cases and no child with SEND is discriminated against through the admissions process.

#### **Equipment and resources for children with SEND**

Funding for these items may come from the school's SEND budget or through additional funding such as EHCPs, as well as working alongside local SEND charities.

#### **Monitoring SEND provision**

All staff are responsible for effective SEND practice. This includes ensuring that Ordinarily Available provision is consistently implemented across all classrooms. The effectiveness of provision is monitored through:

- Data tracking
- Provision mapping
- SENCo monitoring
- Governor oversight (governors monitor SEND provision on a termly basis)
- Review of classroom practice against the Essex Ordinarily Available framework

#### **Who can parents/carers contact for further information?**

If parents/carers want to discuss their child's special education needs or have concerns regarding how the school is meeting their child's need they are encouraged to contact the Class Teacher or Deputy Headteacher/SENCo via the school office, Studybugs or Class Dojo.

#### **What support is available for parents/carers?**

If parents/carers have questions about SEND, or are struggling, please get in touch to let us know. We want to support you, your child and your family.

This report should be read alongside the Essex Local Offer.

Local Authority regarding SEND support available.

<https://send.essex.gov.uk/>

An initiative in Essex to support families of neurodiverse children and those with Special Education Needs Disabilities (SEND). Parents/carers may find their resource pack helpful.

<https://send.essex.gov.uk/health-and-wellbeing/health-conditions>

**Other useful contact numbers:**

Educational Psychologist helpline - Mondays 1-5pm during term time 01245 433293

SEND Information Advice and Support Service (SENDIASS) Monday to Friday 9am – 5pm 01245 204388 email [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

Families in Focus [www.familiesinfocus.essex.org.uk](http://www.familiesinfocus.essex.org.uk)

**How can parents/carers make a complaint?**

We encourage parents to raise any questions or concerns with teachers or the SENCo at an early stage, in order that issues can be resolved quickly and informally. We look to achieve mutual understanding and agreement about all matters relating to an individual child. Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the Head teacher in the first instance. The school will then follow the Complaints Procedure where necessary.