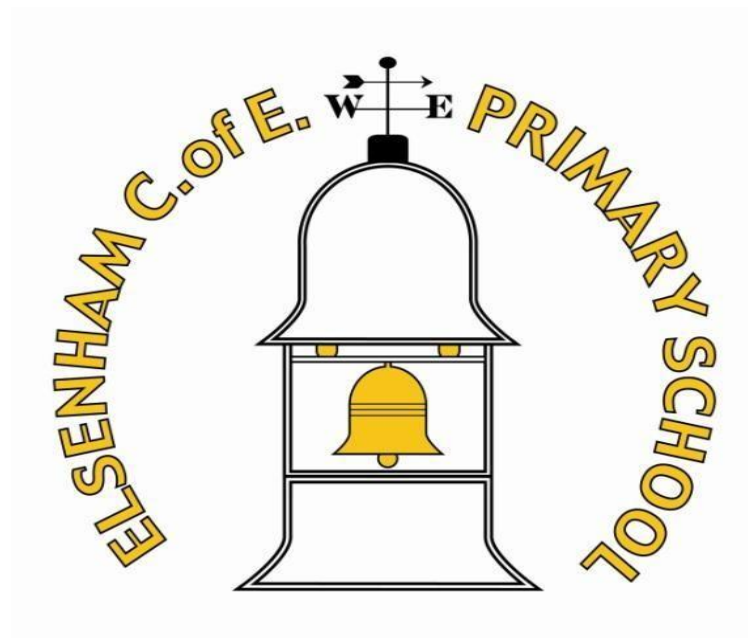




Elsenham C. of E. Primary School

SEND Information Report

Policy dated:	Review due:	Reviewed by:
Spring 2026	Spring 2027	CSIC

Elsenham C. of E. Primary School SEND Information Report



The SEND (Special Educational Needs and Disability) Code of Practice is statutory guidance from the Department for Education. It states:

*“The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.”*

The following headings are taken from that guidance:

1. The kinds of SEND that are provided for:

Children have SEND if they have a learning difficulty or disability that calls for Special Educational Provision to be made for them. The four broad areas of need are:

Communication and interaction
Cognition and learning
Social, emotional and mental health issues
Sensory and/or physical needs

At Elsenham C. of E. Primary School, we cater for all children of all abilities and pride ourselves on being an inclusive primary school.

2. Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCo:

Our school provides a broad and balanced curriculum for all our children. We ensure that the special educational needs of children are identified early, thoroughly assessed and comprehensively provisioned. If a child has a Special Educational Need or Disability we aim to create an environment and make any reasonable adjustments to meet that need. Our goal is to meet each child’s needs through high quality teaching, effective provision and support. This is carried out by following a growth mind-set where there are no limits placed upon a child’s potential. The level of support is regularly reviewed for both short term and long term requirements. Please see our website for relevant policies including our Special Educational Needs and Disability Policy.

The named SENDCo for our school is Mrs Cowell who can be contacted at SEND@elsenhamsch.uk

3. Arrangements for consulting parents of children with SEND and involving them in their child’s education:

Parents are invited to attend at least termly meetings with their class teacher. Their views, aspirations and goals for their children are sought prior to the meeting, so that parent views can be

involved in the planning of outcomes and targets. Parents are encouraged to contact their child's class teacher or the SENDCo if they have any questions or concerns.

4. Arrangements for consulting young people with SEND and involving them in their education:

Children's views, aspirations and goals are collected using our One Page Profiles. These form the basis for the child's outcomes in their One Plans. Where appropriate, children are invited to meetings regarding their education.

5. Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review:

The class teacher is responsible for the assessment of their pupils. Where appropriate, based on evidence-based assessments, the SENDCo will monitor and review progress of the child and any appropriate support and provision as set out in our Special Educational Needs and Disability Policy.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

One Page Profiles encourage children to reflect on their successes, and barriers, and consider their aspirations for the future. These are integral to our One Planning process. Transition arrangements between classes are managed by class teachers. Transition arrangements are personalised based on the individual pupil's needs. There are good links between the local nurseries and secondary schools.

Close liaison with parents is integral to the transition process in preparing children for their next step.

7. The approach to teaching children and young people with SEND:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. Adaptive teaching and reasonable adjustments may need to be made for some pupils. We follow the graduated approach of assess, plan, do, review in order to ensure our provision is constantly evaluated and adapted. Sometimes, it might be beneficial for the child to receive extra provision, such as interventions delivered by a Key Worker, or an HLTA, in a 1:1 or small group setting.

Further information on the support we provide can be found in our School's Local Offer. We encourage a multi-agency approach, ensuring all aspects of a child's life are involved in

appropriately supporting the child. Person-centred planning is a crucial part of making sure our children are involved in the delivery of their education.

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

Adaptations are made to the curriculum and the learning environment of children and young people with SEND based on the advice contained in individual pupils' Educational Health Care plans and/or One Plans. These record the recommendations of the SENDCo, visiting specialists including speech therapists, and educational psychologists and via referrals made to health professionals such as paediatric consultants, nurses and occupational therapists.

9. The expertise and training of staff to support children and young people with SEND and how specialist expertise will be secured:

Our qualified SENDCo attends regular SEND update meetings and training, disseminating learning with colleagues. Our SENDCo supports our teaching staff to develop their confidence and skills in working with children with SEND. In addition, we regularly schedule SEND training during INSET. Some Key Workers, LSAs and HLTAs are trained to run special programmes as advised by outside agencies e.g. speech and language support. Teachers and LSAs provide booster lessons and interventions, particularly in English and Mathematics, targeting children who need to make accelerated progress across the school.

Once the SENDCo is involved with a child, it may be necessary to seek specialist advice externally. In these instances, the SENDCo will contact the parents of the child before making a referral.

10. Evaluating the effectiveness of the provision made for children and young people with SEND:

The March 2019 OFSTED inspection of Elsenham Primary School stated:

"Pupils with SEND make good progress from their different starting points because funding is used precisely by leaders to ensure that pupils get the right support to meet their needs."

"Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) benefit from precise support from the adults who work with them. As a result, these pupils make excellent progress from their individual starting points."

Provision is constantly reviewed and adapted depending on the needs of our children. This is evidenced in the One Plans and Provision Mapping.

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEN:

We are an inclusive school community. No child is excluded from an activity based on their SEND. Children with SEND are enabled to engage in activities available with children in the school who do not have SEND by our personalised approach to considering SEND and making

reasonable adjustments. The Inclusion Review at Elsenham Primary School (16th January 2024) stated “Governors, leaders and members of the wider school community are fully committed to inclusion. They share a collective vision that all pupils should have the same opportunities, irrespective of backgrounds or starting points.”

12. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Children with SEND have access to the services in school that support every child’s emotional and social development. All staff are proactive in listening to feedback and monitoring and advising when specific support is needed. All staff follow the guidelines outlined in our Behaviour Policy and Anti Bullying Statement. Trained Learning Mentors help ensure the effective management of, and support for, pupils with special educational needs. Learning Mentors work to help remove barriers to learning and provide support. Individual or small group work with our full time Pastoral Lead is offered to children who require additional support with their social and emotional development. We also have regular visits from a happiness dog who supports children identified by our SENDCo or Pastoral need as needing this additional support. Our wellbeing hub area offers a calm and quiet space where pupils can access short-term nurture interventions.

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families:

The school uses a multi-agency approach to supporting children with SEND. If a child continues to make less than expected progress, despite high quality teaching and additional provision and interventions, the school will consider involving other professional bodies. The child and their family are included throughout the process and the agencies work closely together to agree outcomes and provide effective support.

14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school:

The school welcomes enquiries and feedback from parents about any matter. The procedure is to speak to the child's class teacher in the first instance, or contact the school office to arrange an appointment to discuss the complaint with the SENDCo or with the Headteacher. The school will handle any complaints quickly and professionally. The Complaints Policy on the school website details the procedure for handling complaints.

15. Arrangements for supporting children and young people who are looked after by the local authority and have SEND:

Children who are looked after by the Local Authority have a designated teacher. The designated teacher promotes a culture in which looked after children believe they can succeed

and aspire to further and higher education. They ensure that the teaching and learning needs of looked after children with SEND are reflected in his or her One Plan. They ensure that the views of looked after children contribute to and inform decisions about teaching and learning strategies and inform their personal targets. They prioritise looked after children for one-to-one tuition and additional resources and promote good home – school – agency links. The designated teacher is a source of support for all staff working with looked after children.

16. Include information on the school's SEND policy, give details of the school's contribution to the Local Offer and include information on where the local authority's Local Offer is published:

Our SEND Policy can be found on our school website. The local authority's Local Offer can be viewed at www.essexlocaloffer.org.uk