SPECIAL EDUCATIONAL NEEDS Information Report 26-27

St Andrew's C of E Primary School, Great Yeldham

Reviewed: July 2026

Our Vision for St Andrew's Primary School

To create a happy, caring, secure atmosphere where children and staff feel valued. We aim to provide our children with the knowledge and skills to develop their God-given talents, in an environment that makes them feel inspired, challenged, and excited. Our core Christian values of determination, hope, kindness, and respect underpin all that we do, enabling our children to flourish academically, socially, emotionally and spiritually. Our children become courageous and determined learners empowered able to take risks, make mistakes and develop resilience. Our children leave us well-rounded individuals, ready to take on the world.

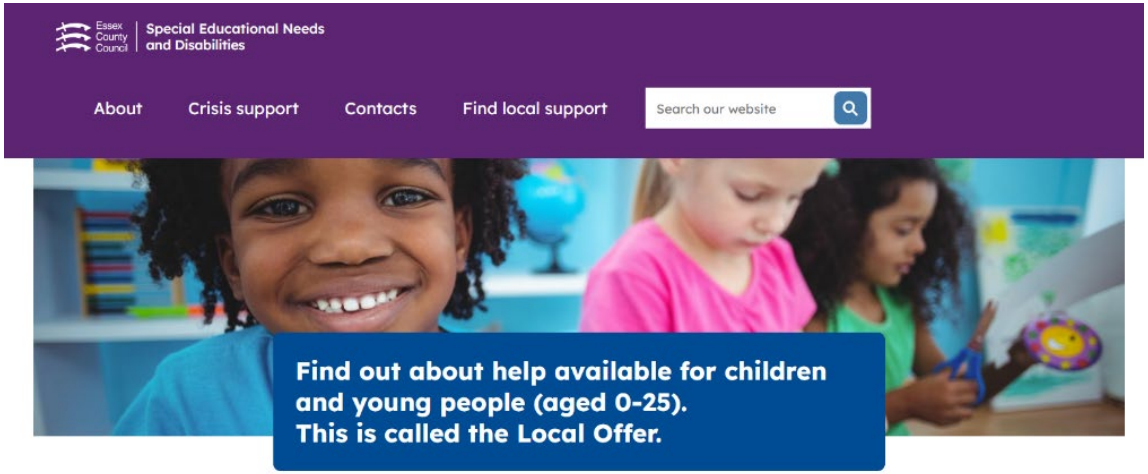
'Be strong and courageous.

Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'

Joshua 1.9

In this Information Report, we offer more information about Special Educational Need and Disability (SEND) at St Andrew's School and link you to the Essex 'Local Offer' which details the County support for SEND pupils. The **Local Offer** explains how the Local Authority work with parents, local schools, and colleges, as well as other services such as Health and Wellbeing Boards. This will encourage a more joined-up process when delivering services for children with Special Educational Needs. It will also make the system less stressful for families by giving parents more information about the services and expertise available locally and increasing their choice.

The Local Offer is available for young people from 0-25 years of age, click on the link below for details.



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

Our Ethos:

St Andrew's is an inclusive school and aims to meet the needs of all pupils and their families, including those with special educational needs. We have a shared expectation that all pupils, regardless of their special educational needs, should be offered inclusive teaching which will enable them to make the best possible progress in school, so they know they are a valued member of the school community.

What kind of Special Educational Needs [SEND] are provided for at St Andrew's?

- A pupil has SEN where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to pupils of the same age.
- Special educational needs and provision can be considered as falling under four broad areas:
    - Cognition and learning
    - Communication and interaction
    - Social, emotional and mental health difficulties
    - Sensory and / or physical needs

	Cognition and Learning	**Communication and interaction**	**Social, Emotional and Mental health**	**Sensory and/or physical**
WAVE 1 **High Quality Teaching and Adaption** **Ordinarily Available to all children.**	• Adapted curriculum planning, activities, delivery and outcome. • Focused and modelled group work with teacher/ LSA e.g. guided reading/writing/ maths	• Adapted curriculum planning, activities, delivery and outcome, e.g. simplified language. • Increased visual aids/modelling etc. • Visual timetables • Use of symbols/pictures	• Whole school Behavior & Learning Policy School Values • TPP approach school wide • Class reward and sanction systems • Check ins with staff • Pupil voice interviews • Family Liaison Officer	• Flexible teaching arrangements eg to meet sensory need • Staff informed and aware of impairment. • Medical support • Access to equipment, e.g. sloping boards, pencil grips, etc. • Modified worksheets

	• In class support from a teacher / TA • 1:1 reading including with Reading volunteers • Visual timetables • Now/next boards • Task organisers • Visuals to support understanding • Use of writing frames	• Structured school and class routines • Word Aware approach • Now/next boards • Task organisers		
WAVE 2 **Catch Up level**	• Small Literacy Groups • In class support from LSA. • Precision teaching • Additional phonics intervention	• In class support from LSA with some focus on supporting speech and language. • Speech and language intervention • Modelled language/interacti on activities • Talk Boost	• Small group support groups • Adult support for unstructured activities • Breakfast Club before school • After school clubs • Emotional First Aider access	• Additional handwriting practice • Access to equipment, e.g. sloping boards, pencil grips, etc. • Access to iPads

WAVE 3 **One page profile &** **One Planning**	• Additional phonics support • Additional 1:1 reading support • Specific intervention eg Toe-by-Toe reading intervention • Additional Literacy and Maths 1:1 and small group support/tuition • Booster Groups (Year 6) • Small group and 1:1 Tuition • Support from the Inclusion Partner • Termly One plan meetings and reviews. • Plus 1/Power of 2 • Memory activities	• Speech Therapy - tailored programme from therapist • Support from the Inclusion Partner • Termly One Plan meetings and reviews. • Social Stories • Comic Strip cartoons • Pre-teaching vocabulary	• Individual rewards charts • Consistent Management Plans • Buddy system • Support from Emotional Wellbeing and Mental Health Services. • Support from Social Care • Support from Early Help Team • Support from LA Social Services • Support from the Inclusion Partner. • Lego Club	• Motor skills programme for small group or individuals. • Support from the Physiotherapist • Support from Occupational Therapy Services • Support from the Inclusion Partner. • Termly One plan meetings and reviews.

			• Termly One plan meetings and reviews. • Emotional support • Bereavement support	
Education, Health and Care Plan	• Access to external SEND resources and advisory teachers as directed. • Support School Inclusion Partner • Support from Educational Psychologist • 1:1 LSA support where directed. • Annual Person-Centred Review meetings (PCR)	• S&L support, e.g. speech therapist and/or LSA • S&L therapy programme • Autism Outreach Team • Annual Person-Centred Review meetings (PCR) • EHCP Assessment and reviews	• Support from Educational Psychologist • Annual Person-Centred Review meetings (PCR)	• Individual support in class and PE • Physiotherapy programme • Tailored Occupational Therapy programme. • Access to ICT programmes • Annual Person-Centred Review meetings (PCR)

How will children with Special Educational Needs be identified and what sorts of assessments will be completed?

The Code of Practice defines SEND as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools on mainstream post 16 institutions". Where pupils progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

Our class teachers monitor all the pupils in their class and track their progress carefully, discussing progress and barriers with Senior Leadership at termly progress meetings. If a pupil is showing a difficulty in an area of their schooling, the teacher will meet with the child's parents to share

concerns, gather views. The next steps and will seek advice from the Special Educational Needs Coordinator (SENCo). Parents may also raise concerns and should talk with their child's class teacher. If, despite additional support, a child continues to need provision which is additional to or different from that which is available for all children of the same age, it may be decided that the child should be flagged as having a Special Educational Need or Disability (SEND). Parents and carers are kept fully informed about how their child is progressing in school, and their expert knowledge of their child is sought and valued when planning next steps.

Assessment may be drawn from many sources such as:

- Baseline tests – reading ages / spelling ages.
- Teacher and LSA observations and assessments, discussions with SENCo.
- SENCo Information Form to gather class teacher's views and to evaluate provision already in place
- Parent/Carer information, observations and discussions about their concerns.
- Tracking progress through intervention groups.
- Data tracking through Pupil Arbor.
- Phonics screening.
- Speech and language screen – Universally Speaking
- Early Years baseline.
- Phonological awareness assessment.
- NFER Assessments – reading and maths
- Salford reading assessments
- Provision Guidance banding descriptors.
- Pre-school assessments and liaisons between settings.
- Therapists e.g. speech and language.
- If children come into school with an EHCP already in place.
- Transition between schools including any One Plans already in place.
- 6 Core Strength Assessment – SEMH
- Boxall Profile – social and emotional development.

Who is responsible for the Special Educational Needs provision in our school?

- The Headteacher, Mrs Emma Flinn, is responsible for the day-to-day management of all aspects of the school, including the provision for pupils with SEND.
- The SENCo, Mrs Ellena Mortimer, is responsible for coordinating provision, supporting staff including advice and training with staff. In the first instance, she can be contacted through the school office at office.greatyeldham@dcvst.org
- The governor responsible for SEN is Mrs Samantha Dunne.
- Pastoral support – class teachers, SENCo and staff trained in Trauma Perceptive Practice (TPP).
- Emotional First Aider – Karen Fenner

What arrangements are there for consulting parents of children with Special Educational Needs and involving them in their child's education?

With the child at the centre of what we do, we encourage parents to take an active part in their education through informal and formal methods.

- Formal:
    - Parent consultation meetings.
    - Termly One Plan review meetings with class teacher. The SENCo may also attend where needed to support the meeting.
    - Family contribution forms.
    - Termly reports on progress supported by Arbor.
    - Annual reviews for pupils with an Education Health Care Plan.
- Informal:
    - Discussions with class teachers/ LSAs/SENCo based on the school's open-door policy.
    - Communication books/Reading records.
    - Emails and telephone calls.
    - Invite parents in to meet with the Specialist Teachers, Inclusion Partner, Speech and Language Therapist and Educational Psychologists.
    - Open afternoons and curriculum information evenings.

What arrangements are there for consulting children and young people with Special Educational Needs and involving

them in their education?

The age of the child will shape what their involvement will look like. At a younger age, it is likely to be through discussions as they learn and play. Views can be gathered though:

- One Page profile contributions.
- Young Person's contribution document.
- Conversations with teacher / learning support assistant [LSA] / Higher Level Teaching Assistant [HLTA] / Special Educational Needs Co- ordinator [SENCO]
- Pupils may attend termly parent consultations and the termly One Planning/Review meetings when this is appropriate.

Pupil questionnaires/surveys. What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Person Centred Approach review meetings held every term with parents and pupils through the Assess, Plan, Do Review cycle (One Planning).
- Range of assessments in school and by outside agencies including Let's Talk a speech and language specialist service led my Jane McKean.
- Pupil views collected through the One Page Profile, One Plan review meetings, questionnaires, discussions with SENCo, LSA and class teacher.
- Parent views collected through Family contribution questionnaire, One Page Profile, One Planning/Review meetings, discussions with teachers and SENCo.
- Pupil progress meetings and tracking meetings held by Senior Leadership Team.
- Assessments made at the beginning and end of interventions to show progress made
- Observations made by staff, parents and outside agencies.

What arrangements are there for supporting children and young people in moving between phases of education?

- **Pre-school to Foundation**
  - Home visits by Foundation Stage Teacher and LSA in the Autumn Term of starting school
  - Nursery visits by Class teacher and SENCo for more complex needs.
  - Team Around the Family [TAF] meetings – relevant professionals attend.
  - Welcome meetings and booklet.
  - School tours – e.g. Nursery children have their lunch in school hall, attend assemblies
  - Transition visits.
  - Photo books of new environment and staff.
  - Liaison with pre-school SENCo.
  - Buddy system – Year 6 pupils support Foundation Stage pupils when they start school.

- **Foundation to Key Stage 1**
    - Transition visits and move round days.
    - Joint moderation and hand over meetings between staff.
    - Liaison with SENCo.
    - Transition programme/books.
    - Gentle visits to next class for children that need a gradual familiarity.

- **Key Stage 1 – Key Stage 2**
    - Transition visits.
    - Joint moderation and hand over meetings between staff.
    - Liaison with SENCO.
    - Transition programme/books.

- **Key Stage 2 – Key Stage 3**

  As above, plus:
    - 2 transition days for all pupils
    - Additional Transition visits for SEND pupils to secondary schools.
    - Parents encouraged to visit a range of secondary schools to ascertain right secondary provision for their child, including Open Evenings.
    - Support for parents when visiting secondary schools – SENCo can attend with parents to meet SENCo at secondary schools.
    - Liaison between KS2 and 3 SENCos.
    - Secondary staff to visit children in primary school.
    - Year 6 Annual Reviews with secondary SENCo invited.

- **Moving between schools**
    - Visit to school encouraged
    - Liaison between the SENCos.
    - Paperwork to be forwarded as soon as possible.
    - If children are from out of county, EHC plan to be re-written into the Essex Format.
    - Meeting with the parent and child.

What is the approach to teaching children and young people with Special Educational Needs?

- 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; January 2015: 6.36] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

- High Quality Teaching with Ordinarily Available adaptations. Ordinarily Available guidance available at https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2
- SEN Support / Education, Health and Care Plan - provision is put in the classroom to support pupils to meet their outcomes.
- Graduated approach linked to assess, plan, do, review. Assess – gather information through assessments, observations, pupil progress, attainment, views of parents and pupils. Plan – use the assessments to plan changes to the curriculum or specific programmes and interventions to support the pupil's making progress Do – implement the actions, programmes and interventions agreed at the planning stage. Review – review the progress made and the impact of the interventions.
- Provision which is 'additional to and different from' the curriculum e.g. intervention programmes, speech and language therapy, specialist equipment and resources.
- Relevant research based intervention programmes linked with "Essex Ordinarily Available – Targeted Support."
- 1:1 support if school decides this is appropriate, in consultation with parents.
- Implement recommended strategies and programmes by outside agencies e.g. Specialist Teachers, Occupational Therapist, Speech and Language Therapists.

How are adaptations made to the curriculum and the learning environment of children and young people with Special Educational Needs?

The Ordinarily Available document (see link above) lays out adaptions that can be made in order to access classroom, learning and school life.

- Teachers are familiar with Ordinarily Available and have audited practice.
- Reasonable changes and adaptions to the physical environment
    - Ramps to make the site accessible
    - Toilets adapted for disabled users
    - Double doors in some parts of the building
    - High marking – making the edge of steps more visible
- All advice taken from Professional involved in the child's care: School Inclusion Partners, Specialist Teachers, EP, Occupational Therapists, Physio, Speech and Language Therapist
- Specialist resources e.g. writing slopes, grips, OT cushions,
- Playtime provision e.g. lunchtime clubs, additional LSA support at playtime.
- Parents' recommendations/strategies that can be implemented successfully in a school environment.
- Sensory Room – to provide a calm and relaxing, multi-sensory environment to support pupils with SEND.
- Willow Room- a safe space to move and learn. A space to engage with Emotional First Aid support.
- Please see the following documents:
    - Disability Policy
    - Accessibility plan
    - Equality policy

What expertise and training do staff supporting children and young people with Special Educational Needs have including how specialist expertise is secured?

- The school SENCo holds the National Award for SEN Coordination.
- All staff have received training relating to SEND.
- The SENCo attends regular update meetings, SENCo cluster meetings and specific training.
- Outside agencies such as School Inclusion Partner, Educational Psychologist, Specialist Teachers, Speech and Language Therapists, OT and Physio, Community Nurse, can offer training for staff as appropriate.
- The SENCo makes referrals to the relevant outside agencies with parental consent. The SENCo then supports staff to implement the advice and recommendations given by the outside agency which can include the following:
    - Educational Psychologist advice
    - School Inclusion Partner advice
    - The Wilderness Project
    - Nurture Through Nature Therapy
    - Speech and language therapist advice
    - Occupational therapist advice
    - Physiotherapist advice
    - Advice from Emotional, Well-being and Mental Health Service (EWMHS)
    - Family Liaison Officer
    - School nurse – Well Being Service
    - All staff will receive specialist training when required and available.
    - Attend various training programmes organised by the local authority
    - All staff TPP trained
    - Emotional First Aider– trained to support pupils with social and emotional needs.

How is the effectiveness of the provision given to children and young people with Special Educational Needs evaluated?

- Analyze School Performance system
- Arbor assessment reporting system
- Engagement Model where needed for pupils working below National Curriculum.
- Early Years Foundation Stage outcomes – Development Matters.
- National Curriculum / end of key stage/ end of year expectations for year group
- Intervention reviews – monitoring of progress after the intervention
- Annual Reviews / Person Centred Reviews – One Planning
- Parent Views
- Child's/children's views
- Teacher reports
- Annual school reports
- Exit data and information from interventions
- Attendance data
- Regular monitoring of delivery and impact of interventions by SLT
- If appropriate progress has been made, children may be removed from the SEN register
- Ofsted report
- Inclusion Report

How are children and young people with Special Educational Needs enabled to engage in activities available with children and young people in the school who do not have Special Educational Needs?

- General inclusion in activities / curriculum
- After school clubs
- School residential and educational visits
- School groups such as Worship, Eco club,
- Adult or peer support as necessary to help children access all areas of the curriculum
- Bespoke curriculum/timetable
- Life skills focus

- School council and class council
- Year 5/6 Sports Leaders
- House Captains

What support is there for improving emotional and social development?

- TPP – relationships with adults in school.

- Emotional First Aider
- Sensory Room – multi-sensory, calm environment to support social and emotional development.
- Play therapy
- Class behaviour systems
- Class based regulation station – calming and moving.
- Home/school communication books
- Developing self-confidence and regulation group through Well Being Service
- Developing social skills programmes e.g. turn taking, scaffolded social interaction, Working together with Lego
- School council
- Worry boxes
- Personal, Social, Health Education [PSHE]
- Life Skills- RSE & PHSE
- E-safety
- Bullying policy
- Resilience training
- Smart Thinking
- Whole School ethos of Growth Mind-set
- Access to Family Liaison Officer
- Access to local church ministers
- British Heart Foundation – Bereavement

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

- Invitations to Team Around the Child / Team Around the Family meetings
- Open door policy
- Referrals as appropriate to:
    - General Practitioner [GP]
    - Pediatrician
    - Child and Adult Mental Health Service[CAMHS]
    - Speech And Language Therapist [SALT]
    - Social Care
    - Educational Psychologist [EP]
    - Occupational Therapy and Physio (OT or Physio)
    - School Inclusion Partner (SIP)
    - Family Liaison Officer
- Family Support to include signposting to:
    - Well Being Service
    - Family in Focus
    - SPACE
    - The Maze Group
    - ADHD + Support
    - Family Solutions via Social Care
    - Kids Inspire
    - Children's Society
    - SEND Information, Advice and Support Service (for parents/carers and pupils)
    - Essex Dyslexia Support
    - And various other local support groups
    - Please see the Local Authority Offer for details https://send.essex.gov.uk/

What arrangements are in place for handling complaints from parents of children with SEN about the provision made at the school?

We would encourage parents to discuss concerns initially with the classteacher as an initial step. Ensuring clear communication is paramount to avoid confusion. The SENCo, then Headteacher would then form part of the next level of conversation. Please refer to the school's complaints policy for further details.

What are the contact details of support services for parents of pupils with SEN?

On our website you will find a list of support services with useful links out. There is also the Local Offer from the Local Authority https://send.essex.gov.uk/.

Further information can be found through the following websites:

- SEND Code of Practice (2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_20_15.pdf
- SEND Information, Advice and Support Service: https://www.essexsendiass.co.uk/parents-and-carers/: Tel: 01245 204338.
- Families in Focus: https://www.familiesinfocusessex.org.uk/ If you are unable to complete our online referral form please give us a call on 01245 353575 or email helpline@fifessex.org.uk
- Family Solutions (contacted through the Children and Families hub): https://www.essex.gov.uk/children-young-people-and-families/support-children-young-people-and-families Video link: What is Family Solutions?
- Well Being Service https://essexfamilywellbeing.co.uk/services/school-age/ Call Mid area: 0300 247 0014
- Kids Inspire https://www.kidsinspire.org.uk/
- The Maze Group https://www.themazegroup.co.uk/
- ARK (therapy centre for children with autism) https://www.thearkcentre.org/ 01245 467355 email: admin@thearkcentre.org
- Autism Central (Essex branch) https://www.autismcentral.nhs.uk/directory/service/essex-branch
- Autism Anglia https://www.autism-anglia.org.uk/
- ADHD+ Chelmsford Group: https://adhd-support.org.uk/ email (preferred): steve@adhdplus.support 0786 612 9728

Summary

- All of the information here applies to children with special educational needs, including those who are looked after by the local authority.
- This information should be read alongside the information provided by the local authority which can be found at https://send.essex.gov.uk/