SEND Information Report 2025-26

Special Educational Needs and Disabilities (SEND) Information Report

Every school has to publish a SEND Information Report, which details the school's arrangements for identifying, assessing and making provision for pupils with SEND. It must also include information about the arrangements for the admission of disabled pupils, facilities provided to assist access and the schools accessibility plan.

SEND/Inclusion Contact Information:

Inclusion Lead /SENCo	Mrs. Clare Cooper
Contact Details	ccooper@ivychimneys.efspt.org Telephone: 01992 573518
Dedicated Time	Monday-Thursday inclusive
National SENCo Award Achieved:	July 2013
SEND Governor	Mrs. Kayleigh Trainor

Whole School Approach:

At Ivy Chimneys Primary School , we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in all areas including Personal, social, emotional and mental health.

Working closely with Parents, Governors and the wider community, we provide a caring, secure and happy environment where every child matters. All children are nurtured and guided to develop a thirst for learning as well as developing important skills through our personal development framework, Becoming Me. Please see the school website for more information.

Our school is an inclusive school and offers to meet the needs of all pupils and their families. High Quality Teaching and where required additional interventions are implemented across the school.

We regularly review what we offer every child in our care and what we offer additionally. The range of support the school can offer will be tailored to individual needs following thorough assessments by internal and / or external agencies.

We have high expectations of staff regarding their practice and the application of a adapted and personalised approach to teaching and learning.

We have a shared expectation that all pupils 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. All teachers are responsible for every child in their care, including those with special educational needs and disabilities as part of the Teachers' Standards 2011 and the SEN Code of Practice.

All teaching staff have access to, The Ordinarily Available (OA) Framework to ensure their curriculum and the classroom environment is effectively adapted for children with additional needs.

All educational settings should use the OA as part of their focus on inclusion and it can be found via this link: Ordinarily Available: Targeted Support - Early years and childcare

Underpinning all our provision in school, through the One Planning process, the Graduated Approach is implemented with the child at the centre of all discussions. We make a point of discussing hopes and aspirations with our learners.

Underpinning ALL our provision in school is the graduated response:



Assess

Types of formal assessment:	**Completed by:**
• On entry/baseline • Termly (years 1-6) • Individual • Re-assessment	• Class teachers • SENCo/Inclusion Partner/Educational Psychologist

Plan

Types of planning	**Professionals involved**
• One Planning meetings to agree outcomes, actions and provision • Individually planned targets in class, in groups and/or 1:1 support	• Child/parents/Class Teacher/LSAs/SENCo • Other relevant professionals involved. E.g. Educational Psychologist

Do

Types of Action (do)	**People involved**
• Implementing interventions • Monitoring/record keeping • Parental involvement at all stages • Regular feedback between Class teacher and LSA • Liaison with SENCo	• Class Teachers and LSAs • Class Teachers/LSAs/SENCo • Class Teachers and SENCo • Class teachers/LSAs/SENCo parents/other relevant professionals

Review

Types of Review	People involved:
• Termly one plan meetings to discuss whether outcomes met/not Met Agree next steps/ new targets • Effectiveness and impact of intervention(s) • Annual review for children with an EHCP	• Child/parent(s)/ Class Teachers/ LSAs /SENCo/other relevant professionals • SLT, SENCo, Class teachers • Child/parent(s)/ Class Teacher/ LSAs /SENCo/other professionals

What are Special Educational Needs and Disabilities?

As per the SEND Code of Practice, 2015, we refer to the term 'special educational needs' if the following are applicable:

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:
• has a significantly greater difficulty in learning than the majority of others of the same age, or
• 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 or mainstream post-16 institutions

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

As per the SEND Code of Practice, 2015, we refer to four broad areas of need:

Communication and Interaction
Overview: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Condition (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Details of our provision: ❖ Speech & language therapy input: 1:1, advice, recommendations, training; ❖ Makaton signing ❖ Musical Communication - teaches basic communication skills such as turn taking and sharing ❖ Visual support - visual timetable, prompt cards such as good listening with use of Communicate In Print program ❖ Multi-sensory resources ❖ Sensory room - Treetops room with a sensory den, sensory toys and a safe place to go to should a child a need to ❖ ICT such as iPads, Dictaphones, Talking Postcards; Clicker 7, Alphasmart ❖ Wellcomm: A speech and language toolkit for the early years and Primary - small group support ❖ Narrative Therapy ❖ Talk Boost.

Cognition and Learning

Overview:
Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia

Details of our provision:

- ❖ Visual support, such as visual timetable
- ❖ Multi-sensory resources, such as Numicon - a practical resource to aid maths ❖ Use of ICT (1:1 device scheme in Year 3/4)
- ❖ Use of whiteboards for children who have difficulties copying from the board ❖ Use of mind maps/spider graphs/Memory Magic, Memory games for children with memory difficulties
- ❖ Individual task and prompt cards for remembering basic instructions
- ❖ LEXIA
- ❖ Small group support
- ❖ Lessons differentiated appropriate to need/level
- ❖ 1:1/small group support teacher/LSA
- ❖ Focused marking: to develop and extend learning
- ❖ Ultimate Guide to Phonological Awareness
- ❖ Toe by toe: to develop fluency with basic reading
- ❖ Reading and Thinking: to develop comprehension skills
- ❖ Precision Teaching
- ❖ Phonological Awareness Training (PAT)
- ❖ Plus 1/Power of 2: to develop fluency with basic maths skills

Social Emotional and Mental Health (SEMH)

Overview:
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or worrying
behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance

misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Overview:

- ❖ Play Therapy -Emotional support 1:1 with a Play Therapist
- ❖ Music Therapy - To develop confidence, social skills, coordination and concentration ❖ Counselling - Emotional support 1:1
- ❖ Mental Health First Aider - On site key person for who need emotional support ❖ Educational psychologist advice, recommendations and support
- ❖ Pastoral care, including listening to the view of children with SEND and measures in place to prevent bullying
- ❖ Specific needs planned for such as within a '5 Step Plan'
- ❖ Zones of Regulation - Emotional self regulation
- ❖ Time out, brain/movement breaks for children who may need to regain control ❖ of their emotions or need help to refocus
- ❖ Social Stories and Comic Strip Conversations by Carol Gray™
- ❖ SMART Thinking: an interpersonal and social thinking skills programme ❖ Social skills groups such as Friendship Formula and Time To Talk
- ❖ Relaxation techniques, e.g. Yoga; and Mindfulness

Sensory and or Physical

Overview:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Details of our provision: ❖ Physiotherapist and occupational therapist advice,recommendations and Support ❖ Specialist teacher for physical and neurological needs ❖ Sit 'n' move cushion ❖ Writing slope ❖ ICT ❖ Adapted PE lessons ❖ Extra-curricular activities are available to all pupils ❖ Disabled toilets ❖ Gym Trail: developing fine and gross motor skills ❖ Sensory Den ❖ Sensory Circuits

Monitoring Provision:

We have several internal processes for monitoring quality of provision and assessment of need. These include:

- ❖ Lesson observations
- ❖ Book Scrutinies
- ❖ LSA observations
- ❖ Monitoring of planning to ensure the inclusion of appropriate and clear adaptations so all children can access the curriculum
- ❖ Monitoring interventions and their impact on progress
- ❖ On-going evaluation and impact of provision from CTs, SENCO and senior Leadership team
- ❖ Liaison with SEND Inclusion Partner and EP
- ❖ Re-assessments
- ❖ Arbor Assessment and Earwig programme to record achievement and monitor progress

Consulting with children and their parents:

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	**Who is involved**	**How often this happens**
Discussion (in person/phone/email/letter)	Child/Parent/Teacher/ Family School Co-ordinator/Inclusion Lead/Phase Leader/Deputy Head teacher/Head	We have an open door policy. We will meet/talk with parents whenever we are available.

	teacher/Other professional	
Learning Conferences	Parents/child/Teacher/ Inclusion Lead	Twice a year (Autumn and Spring Terms. On-line booking is available for parents to book an appointment with the Teacher and Inclusion

		Lead (where relevant).
One Plan Meeting;	Child/Parent/Teacher/Inclusion Lead/LSA (where relevant)/Other professionals where relevant.	Three times a year including Annual Review
Annual Review	Child/Parent/Teacher/Inclusion Manager/LSA (where relevant)/Other professionals where relevant.	Once a year (within a year of the last Annual Review or implementation of the date of the EHCP).
Questionnaires	Children and Parents	Biannually. Plus feedback forms from One Plan Meetings.

Identification of SEND:

Usually the class teachers or parents will identify when a child needs extra support but sometimes a child may be receiving support before they start school. If parents have any concerns, questions or information relating to their child and the need for additional support they can speak to their child's class teacher or the Inclusion Lead.

When a class teacher has raised concerns about a child's progress, and High Quality Teaching has not met the child's needs, the teacher will raise this with the Inclusion Lead and a decision about implementing appropriate additional support will be made. Parents will always be involved in this discussion. Please see further details about the process in the Ivy Chimneys Primary Local Offer available on the School Website.

Staff development:

We are committed to developing the on-going expertise of our staff in the following ways:

- Whole staff training sessions;
- Booster in-house training sessions on areas of SEND;
- Attending courses;
- On-line training;
- The Inclusion Lead attends the local SENCo Update meetings;
- The governor with specific responsibility for SEND has completed the SEND governor training.
- Strategic Planning meetings every term with SEND Inclusion Partner and EP

We have access to support from the following external agencies:

- Family and Child Support Services
- SEND Operations
- Inclusion Partner
- Educational Psychology Service
- Child Development Centre
- Speech and Language Therapy Service (Provide and Virgin Care)
- Occupational Therapy Service
- Physiotherapy Service
- Social Care
- School Nurse
- Emotional and Wellbeing Mental Health Service
- Specialist Teacher Team for Physical and Neurological Impairments
- Specialist Teacher of the deaf

- ELSA (Emotional Literacy Support Assistant)

- Specialist teacher for children with visual impairments

Staff have recently had, or have scheduled, training in the following areas:

- Trauma Perceptive Practice
- PRICE Training
- Speech, Language and Communication
- STAR Analysis;
- Use of the Ordinarily Available
- Communicate In Print;
- Dyslexia Awareness;
- Supporting pupils with SEMH.
- Visual Coding
- First Aid (Paediatric)
- Asthma and Anaphylaxis training
- Sensory Needs
- ADHD training

Staff attend training courses throughout the year as appropriate to an area/areas of need of children in their class(es).

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are deployed in the following ways:

- 1:1 support for children with very high needs in our Sycamore Room
- Small group support
- General classroom support
- Scaffolding support to develop independence
- Carrying out intervention programmes
- Supporting extra-curricular activities
- Championing specific areas of focus, such as Speech

Language **School Partnerships and Transitions**

Our approach to supporting children joining this school, transitioning between key stages, including secondary school includes the following:

EYFS

Transition begins between pre-school/nursery to our reception classes with several visits in the summer term before the children are due to begin school. If a child is known to have SEND these visits will take place with the additional support agreed

beforehand with parent(s) and any specialists involved. It is likely that a visit to a preschool setting or home will have taken place. Photographs of key staff and areas in the school environment will be put into a booklet for the child to share with her/his family over the summer break. Towards the end of the summer term all the children visit their new class for 'Story and Snack'.

Key Stage 1 and 2

If a child has SEND an appropriate agreed transition programme will be in place to help the visit go well. This will include additional visits to the new classroom and class teacher. If there is a change of LSA supporting a child, the new LSA will take time to get to know the child and the child's needs in the summer term; A One Page Profile will be created for children with SEND which is used to share with staff about what is important to a child and the best ways to support them.

Transition to Year 7

We work closely with our local secondary schools, meeting with the SENCo and Transition Lead to discuss children's needs. In collaboration with the pupil and parents, A transition programme will be put in place and additional visits will be arranged, as appropriate. The transition programme will include learning organisational skills, reading timetables and discussing and dealing with the emotional aspects of moving onto a new school.

Complaints:

We hope that complaints about SEND provision will be rare. However, if there should be a concern the process outlined in our complaints policy should be followed. The complaints policy can be found on our school website.

Useful websites

There are a number of links to websites on our SEND page

For more information regarding the Essex Local Offer please visit: https://send.essex.gov.uk/

Essex SENDIASS

For more information regarding the Essex Local Offer please visit: For independent advice and support visit: (IPSEA) Independent Provider of Special Education Advice