SEND information report

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Contents

1. Aims 2
2. Legislation and guidance 3
3. Definitions 3
4. Roles and responsibilities 3
5. SEN information report 4
6. Monitoring arrangements 8
7. Links with other policies and documents 8

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1. Aims

Our SEND information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

All Osborne Trust schools have a similar approach to meeting the needs of pupils with Special Educational Needs regardless of their specific needs, to make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The four broad 'areas of need' are Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and Physical Needs.

What is the Local Offer?

The Children and Families Act requires Local Authorities to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or disabilities (SEND) aged 0-25. This is the 'Local Offer.' It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the School SEND Information Report?

This utilises the Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your child has Special Educational Needs. What can we at Warren Primary School offer you?

At Warren Primary School we embrace the fact that every child is different and therefore, the educational needs of every child are different. See section 5 below for details of how this achieved.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Assistant Headteacher/SENCo is Mrs Jacqui Pearce and she can be contacted on 01375 482288 or emailed through admin.wps@osborne.coop

She will:

- Work with the Co-Heads of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of the SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Co-heads and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the co-headteachers and SENCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Co-Heads of school

The Co-Heads will:

- Work with the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

4.5 Head of Resource Base for Deaf Children

The Head of Base will

- Be responsible for overseeing the provision for all children who have a hearing loss.
- Be responsible for an additional caseload of children on the SEN register.
- Work with the SENCo to ensure consistency in provision
- Keep records and paperwork up to date in a timely manner.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with a hearing loss receive appropriate support and high-quality teaching

4.6 SENCo in Training

The SENCo in Training will

Work in collaboration with the SENCo and Head of Resource Base to develop their skills and understanding in preparation for a future role as SENCo.

5. SEN information report

Children with SEND are admitted through Thurrock's standard admission procedures. School places are also requested through the SEND Children's Services on the child's EHC Plan. Places in the Resource Base can be requested through the consultation process.

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo/Head of Base to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We meet, where appropriate, with representatives from secondary schools to discuss children with additional needs to ensure as smooth as possible transition.

5.6 Our approach to teaching pupils with SEND

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- small group interventions during assembly
- booster groups before and after school where appropriate

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Our building is wheelchair accessible as is the majority of our grounds. We have changing facilities for children with disabilities.
- We have a hoist in the room with our changing bed
- We have wheelchair accessible gym trail equipment.
- All our classrooms have soundfields fitted.

5.8 Additional support for learning

We have some highly experienced teaching assistants who are trained to deliver a range of interventions.

Teaching assistants will support pupils on an individual, small group or whole class basis depending on their needs. We adopt a fluid way of working depending on the subject being taught and the needs of the children.

Some examples of agencies we might work with to provide support for pupils with SEND:

- Educational Psychologist
- Speech and Language
- Occupational Therapy
- Physiotherapy
- EWMHS (Emotional Wellbeing Mental Health Service)
- Feeding and Swallowing
- School Nurse

5.9 Expertise and training of staff

Our SENCo has 16 years experience in this role and is a qualified Teacher of the Deaf.

We have a team of around 30 teaching assistants, including 1 higher level teaching assistant (HLTA) who are trained to deliver SEND provision.

5.10 Securing equipment and facilities

We have an allocated budget for SEND, from which we can purchase items needed by children with SEND. For larger purchases we can apply to Thurrock Council for additional funds. The requests are presented to a panel for consideration.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires
- Monitoring by the SENCo/Head of Base
- Using provision maps to measure progress
- Annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We endeavor to ensure that all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability except when there would be significant safeguarding concerns.

We work closely with both of Thurrock's Special Schools, accessing their Outreach services for help and advice. This enables us to ensure that we are providing the best possible educational experience for our pupils with additional needs, whilst adhering to any local or national legislation (eg Manual handling). A copy of our accessibility policy is available upon request.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of our Play Leaders and Peer Mentors schemes to promote teamwork/building friendships etc.
- We have a Pupil Counsellor who has a counselling qualification who works with children as appropriate.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We have an excellent relationship with a host of outside agencies and call upon their expertise on a regular basis. These include:

Children's Services

Educational Psychology

Occupational Therapy

Physiotherapy

Speech and Language

PATT (Parent Advisory Team Thurrock)

Treetops School

Beacon Hill School

Vision Impairment Outreach

Social Care

PASS (Prevention and Support Service)

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to SENCo/Co-Heads in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

PATT provide free, confidential and impartial advice and support to young people, and parents/carers of children, with special educational needs

Tel: 07702 127 252

5.17 Contact details for raising concerns

Mrs Jacqui Pearce (SENCo) 01375 482288

5.18 The local authority local offer

Our contribution to the local offer is our SEND Policy which can be found at

https://www.warren.osborne.coop/attachments/download.asp?file=359&type=pdf

Our local authority's local offer is published here:

https://www.askthurrock.org.uk/kb5/thurrock/fis/localoffer.page

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Special Educational Needs Policy
- Behaviour

  Equality information and objectives