



Takeley Primary School

Special Educational Needs and Disabilities (SEND)
Information Report

Reviewed: September 2025

Next review date: September 2026

The schools in the Learning Partnership Trust are inclusive and seek to work in collaboration with parents/carers. Discussion between parents/carers, the class teacher and SENDCo means that we can develop and provide for our children in the best possible way.

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What kinds of SEN need are provided for?

Definitions:

- ❖ 'A child has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is **different from** or **additional to** that normally available to pupils of the same age.' (*Code of Practice 2014, 6.15*)

- ❖ A child has a learning difficulty if he/she:
 - has a significantly greater difficulty in learning than the majority of children of the same age; or
 - has a disability that prevents or hinders them from making use of educational facilities.

When identifying, reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that are planned for. These four areas are:

- communication and interaction needs;
- cognition and learning needs;
- social, emotional and mental health difficulties;
- sensory and/or physical needs.

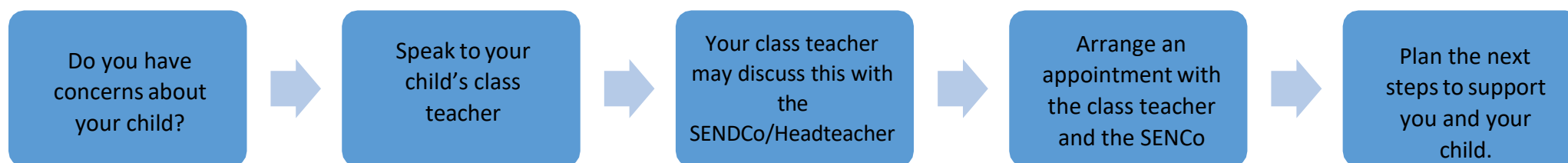
Children Whose First Language is not English:

Identifying and assessing SEN for children whose first language is not English requires particular care. The school looks carefully at all aspects of a child's performance in different areas of learning and development, or subjects, to establish whether any lack of progress is due to limitations in their grasp of English or if it arises from SEND. The Trust recognises that difficulties related solely to limitations in EAL are not to be classified as SEN.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

During our first induction meetings parents/carers have the opportunity to meet their child's class teacher and SENDCo are invited to discuss any additional needs their child may have. The class teacher continues to be the first port of call for parents, either informally at school drop-off or pick-up, via parents' consultation meetings, planned meetings, phone calls or emails. All children's progress is regularly monitored by the class teacher, senior leadership team and SENDCo. Teachers get to know the children well and know which children may need extra help in certain areas. When a child is not making expected progress in a particular area of learning the school will quickly identify the need for extra provision. Any concerns will be shared with parents/carers and teachers will consult with the SENDCo about the best form of additional support.

If at any time a parent/carer has any concerns about their child's progress they can make an appointment with the class teacher and/or the SENDCo to discuss their concerns. The class teacher and SENDCo will liaise to establish the best way forward to secure the correct provision for the child.



How will school staff support my child?

The Head teacher will regularly meet with the class teacher and SENDCo to ensure high quality provision for all children with SEND. School governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND. They will receive regular updates from the SEND governor who meets termly with the SENDCo. The level of support is dependent on the individual needs of the child. It may be in the form of one of the following:

- Quality first teaching – where work is pitched at the correct level and the child is supported by both the class teacher and where appropriate, the Learning Support Assistant (LSA);
- Focused small group/individual teaching;
- Specialist outside support;
- Specialist teacher or LSA support using a recognised intervention; Social skills groups, 1:1 or group mentoring

At any point in their schooling, a child may be identified to need additional support depending on their individual need. If a child is receiving additional support on a temporary basis (for example Smart Moves/Gym Trail or Mentoring etc.), they may be listed on an additional needs register. They will come off this register when the support is no longer needed. If a child is having support on a long-term basis and is likely to have involvement from outside agencies, they may be listed on the SEN register whereby a Support Plan or Education Health Care Plan (EHCP) will be written to monitor progress with personal targets more closely.

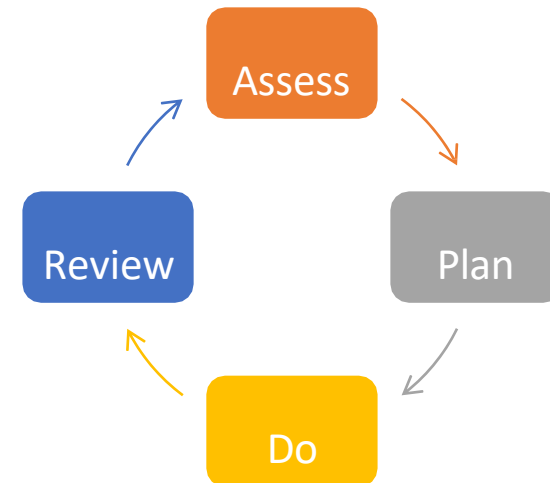
[How will the learning and development provision be matched to my child's needs?](#)

Work for all children is carefully planned and differentiated to match the child's individual needs. Appropriate support resources are used and we have regard to the Essex Provision Guidance Toolkit. This can be viewed via the link to the Essex Local Offer at the end of this report. To ensure a cohesive approach, work is planned and reviewed with all relevant professionals as appropriate to the child: head teacher; class teacher; SENDCo; school support staff; Inclusion Partner; Educational Psychologist (EP) and NHS staff. The impact of work and resources is reviewed through regular assessments and progress is closely monitored and amended to match changing need.

In accordance with the SEND Code of Practice (2014) the process for responding to children identified as needing additional support, follows the four-step cycle called the Graduated Response.

- Assess - The child is assessed thoroughly to identify key areas of need.
- Plan - Plan provision that is needed to scaffold and support the child's learning.
- Do - The support planned is put in place and monitored over a period of time.
- Review - Review progress against the child's targets.

Your child's progress is continually monitored by his/her class teacher.



What support will there be for my child's overall well-being?

The well-being of every child is our primary concern. Personal, Social, Health and Citizenship Education (PSHCE) is integral to our curriculum and each child's social and emotional development is always at the forefront of our minds. There are many opportunities within the curriculum to develop pupils' social and emotional well-being through PSHCE activities. Children are encouraged to have an input into all areas of their learning. Various tools to allow Pupil Voice are used to ensure that our children feel safe and secure. Pupils can engage in a range of extra-curricular activities and clubs. We have interventions to develop children's self-esteem and social skills. Where appropriate we may seek the advice of outside agencies who may then offer further support. We are constantly working to establish positive relationships between parents/carers, school and children. We also recognise the importance for some children to have a key adult in the school that they can talk to and we offer this support where needed via our learning mentors.



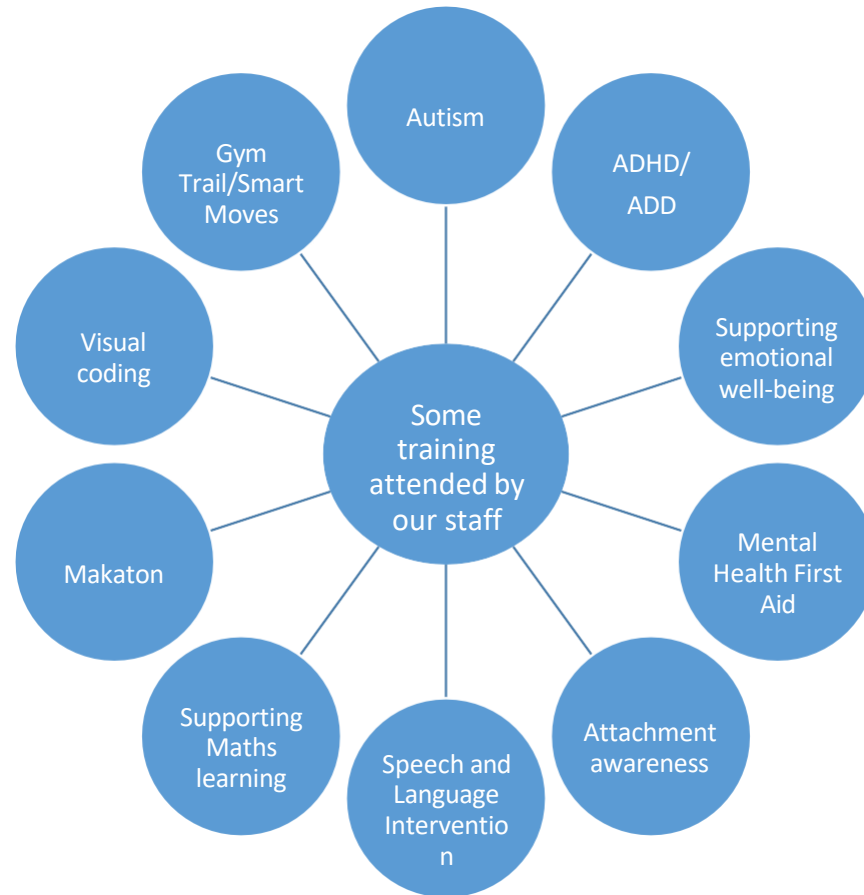
What specialist services and expertise are available at, or accessed by, the school?

The SENDCo is a fully trained teacher and works closely with the staff team to offer advice and expertise which is disseminated within the school. The school also works collaboratively with many outside agencies, e.g. EP; Inclusion Partner; Speech and Language teams who cover all areas of difficulty and/or disability; Speech and Language Therapy services; Occupational Therapists; Mental Health and Well-being charities etc. These services may provide a programme of work for individuals but the school may also use the advice with other pupils in the school who may benefit. The SENDCo will co-ordinate a multi-agency approach where more than two specialists are involved. The school also provides reports to medical practitioners and will in turn be advised by them. In addition, we are part of a small group of local primary schools who work together to share information, training and good practice.



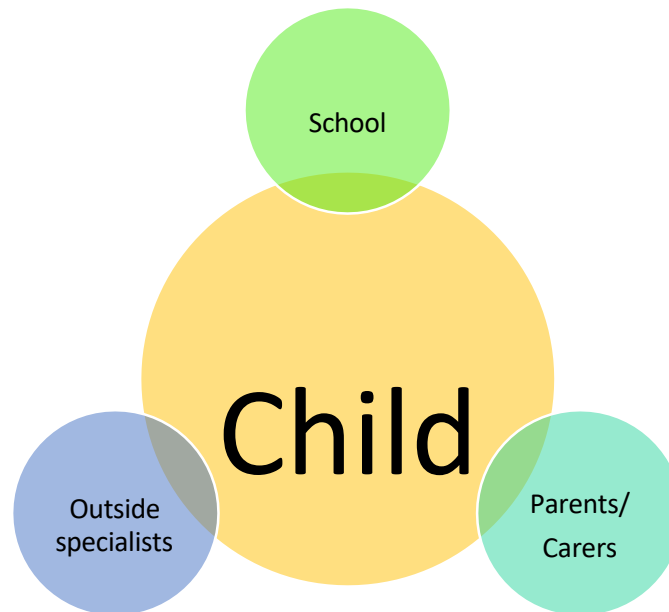
What training have the staff had who support children and young people with SEND?

The school offers in-house training together with out-sourced training either from Essex Local Authority education specialists or other nationally recognised and accredited experts. This training is dependent on the needs of both the children and the adults. Specialists who work closely with the school (as listed above) also give advice and training based on more individual needs. Key staff also attend talks led by speakers who inform on special needs, for example autism, ADD, ADHD, visual impairment, emotional difficulties etc. They then pass on newly-gained knowledge to the rest of the staff. The SENDCo also attends regular updates on legislative changes and requirements. In addition, we are part of a small group of local primary schools who work together to share information, training and good practice.



How will the school help me to support my child's learning?

The school believes that we can make the most difference to a child's learning and development when we work in partnership with parents/carers. We offer support through our regular parent consultation evenings. When appropriate we will also offer parent workshops and information sessions about many of our programmes of work where parents are given activities which can support work at home. Information and ideas about how to support current work in the classroom are given in our school newsletters. Resources may be lent or suggested and advice sheets given. The home/school diary is another way of providing parents/carers with ideas of ways to support at home. Termly reviews of Support Plans and Annual Review meetings also provide additional opportunities for advice to be given.



[How will I be involved in discussions about, and planning for, my child's education?](#)

The school offers an open-door policy where parents are encouraged to discuss any concerns they may have with their child's teacher. Parent consultation evenings also offer this opportunity, as do termly Support Plan meetings and Annual Review meetings where appropriate. During Support Plan and Annual Review meeting parental views, opinions, hopes and aspirations will be sought and will be at the heart of the planning process. This process also involves the child in the compiling of a 'one-page profile'; this will set out the child's views, hopes and aspirations and will highlight their main areas of need and support. We also encourage parents to share home successes with us so that areas of support which are working well can be continued as appropriate. This can be done verbally with the class teacher and/or SENDCo or via the home/school diary.

Further details regarding the Support Plan and Annual Review systems are set out in school's [SEND policy](#) which is also available on the school's website.



[How will my child be included in activities outside the classroom, including school trips off-site?](#)

We are an inclusive school and we always endeavour to make reasonable adjustments, based on a child's needs and where health and safety considerations allow, ensuring that they can participate in the full range of activities on offer.

In order to prepare for a successful school trip, we may arrange pre-visits for the pupil/key adults. Parents/carers will be involved in discussions around how their child can be best supported to be included in activities outside the classroom including school trips.

[How accessible is the school environment?](#)

We comply with the Equality Act 2010 and will make reasonable adjustments where necessary for children in our care. Wherever feasible, we will always make reasonable adjustments to improve the accessibility of our environment to meet individual needs, within the physical constraints of our site.

[How will the school prepare and support my child to join the school, transfer to a new school or to the next stage of education?](#)

Induction meetings for parents/carers are held during the summer term before a child starts with us in September. Children joining the school in Reception are offered an opportunity to come into the school for a morning session before they start with us. During the first two weeks of term in September all families are offered a home visit by school staff to allow the child to become more familiar with staff in their own home setting, and for staff to find out a little more about them and their interests.

For any child joining us mid-year we will arrange visits to school and induction as appropriate.

Transition meetings are held between teachers to discuss their next class and any individual needs as they move through the school.

When the time is appropriate we will offer a full programme of transition support for children who may benefit from further preparation when transferring to secondary school. Additional visits may be planned and our local secondary schools will visit the class during the summer term prior to transfer. Records are transferred (both paper and electronic data) to new schools and telephone calls or visits with colleagues are planned where needed.

[How are the school's resources allocated and matched to children's special educational needs?](#)

The school budget for SEND is decided and allocated by the Headteacher and Governors. Within budgetary constraints, resources are purchased and support is allocated according to the level of need across the whole school. Additional funding can be applied for via an EHCP and any funding granted via such a plan is allocated to support the needs of the child named in the plan. For further information on the EHCP assessment process please refer to the school's [SEND policy](#) which is available to view on the school's website.

[How is the decision made about how much support my child will receive?](#)

How support is structured for each child is based on many factors including: where their main areas of difficulty lie; whether the level of support can be provided from within the school's own resources (both financial and professional), or whether outside support is needed.

We believe that children in our school should become independent learners who want to achieve because they have a positive attitude to learning. We are always mindful that it is not in a child's best interests to become over-reliant on adult support. Therefore, we plan the level of support needed in conjunction with parents/carers to offer the right support which will have the most impact. The SENDCo oversees all additional support and regularly reviews this with the head teacher.

[Where can I find information about the local authority's Local Offer of services and provision for children and young people with SEND?](#)

The Essex Local Offer can be viewed at:

<http://www.essexlocaloffer.org.uk>

[Who can I contact for further information?](#)

We always encourage parents/carers to discuss concerns with us as soon as they arise so that we can find a resolution as soon as possible. If you have any concerns about your child then your first port of call would always be the class teacher. You are also able to contact our Inclusion Manager, Miss Griffiths via email jgriffiths@tlptrust.co.uk . You may also like to speak to the SENDCo, either at one of our coffee mornings, by contacting the school office or via email senco@tlptrust.co.uk .

The SENDCo will then contact you either by phone or by email to discuss your concerns with you and if necessary to agree a mutually convenient time to meet. The school may be able to pass on details of SEND support which is available via national or local websites/helplines or more local support groups or local courses for parents. More details of support can also be found in the [Essex Local Offer](#).

The Head teacher may also be contacted for more urgent enquiries, or in instances where a parent/carer does not feel that their concerns have been adequately addressed, as well as the SEND Governor (details can be requested via the school office). For more details of the school's complaints procedures please refer to the separate [Complaints Policy](#) which is also available on the school's web-site. The school can also pass on details of the [SEND Information, Advice and Support Service](#). This service can also be accessed via the Essex Local Offer.