

SEND Information Report



Spring Meadow Primary School and School House Nursery

Including the Harbour at Spring Meadow

Reviewed: Autumn 2025

Next Review: Autumn 2026

1. Aims

Our SEND Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs & Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- To clearly explain our ethos and purpose as a school and SEMH alternative provision.

2. Legislation and guidance

This 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 coordinators (SENCOs) and the SEN 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 SENCO is Mrs Emma Donegan.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school and SEMH Alternative Provision.
- Have day-to-day responsibility for the operation of the SEND policy and the coordination 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/carers, 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/carers are informed about options and a smooth transition is planned
- Work with the headteacher 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 SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the executive headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Executive Headteacher & Head of School

The headteacher 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 SEN 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 our SEND Policy and Strategy
- Ensuring they action all strategies or put in place the resources as stated and planned for by the SENCo

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school and SEMH Partnership Provision The Harbour at Spring Meadow 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, global learning delay and dyscalculia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), depression and various other mental health issues caused by trauma or loss, Persistent Demand Avoidance (PDA) or Oppositional Defiant Disorder (ODD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy, a physical disability or medical need.
- Moderate/severe/profound and multiple learning difficulties
- Behaviour difficulties

Note this list may not be exhaustive

5.2 Identifying pupils with SEND and assessing their needs

As stated in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', the benefits of early identification are widely recognized. We have systems in place to enable us to identify children's needs at the earliest point and this then enables us to make effective provision to be put in place.

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 and/or emotional needs and /or speech & Language.

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

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/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer to our Ordinarily Available offer, or whether we need to look at the Targeted Available and what is needed above and beyond quality first teaching. It may then be that we need to look at a bespoke individual curriculum diet for a period

of time. Please refer to the SEND strategy document, transition strategy and the Speech & Language documents for more detail on the procedures in place.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers 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 strengths and difficulties
- We take into account the parents'/carers' 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 on CPOMs and their parents/carers can have access to these. We will formally notify parents when it is decided that a pupil will receive SEND support usually through a face to face meeting.

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 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/carers
- The pupil's own views
- Advice from external support services, if relevant
- Will follow the format as laid out in the SEND Strategy Document along with the Transition Strategy and the Speech and Language key documents.

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/carers and pupils which information will be shared as part of this.

We will ensure that suitable opportunities are available for the pupil to visit the new setting and have a number of visits to ensure they are familiar with it before moving on. We as a staff would send a familiar and trusted adult with the pupil during these visits.

All of this and the following information can be found in much more detail in the Transition Strategy document.

Therefore, below are the clear details of what we provide as a school:

Transition in to Foundation Stage

- Home visits if possible/appropriate
- Nursery visits/pre-school setting visits
- Team around the child meetings
- Welcome meetings
- School tour
- Transition visits
- Transition programme
- Photo books
- Liaison with professionals

Foundation to Key Stage 1/ Key Stage 1 to Key Stage 2

- Transition booklet for individual pupils as identified in terms of need
- Transition visits
- Liaison between teachers
- Liaison with SENCo

Key Stage 2 to Key Stage 3

- Transition visits
- Induction day/s
- Liaison between teachers, SENCo and Inclusion Team
- Transition group/individual support
- Transition booklet
- Parents/carers encouraged to visit a range of secondary schools to ascertain right secondary provision for their child
- Support for parents visiting secondary schools
- Secondary school staff to visit children in primary school

Moving between schools

- Liaison between SENCos
- Paperwork to be forwarded
- If child is out of county Education Health Care Plans to be re-written in Essex format
- Meeting with the parent and child
- Visit to school
- Transition visits (if possible)

5.6 Our approach to teaching pupils with SEND

‘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 2014:6.36

High Quality Inclusive Teaching as detailed in the Ordinarily Available is our first step in responding to pupils who have SEND. This will be adapted for individual pupils and involves the use of the Targeted Ordinarily Available.

- High Quality Inclusive Teaching as defined by the Ordinarily Available Strategy
- Graduated approach: linked to assess, plan, do and review
- Provision which is ‘additional to and different from’
- Research based intervention programmes
- 1:1 / small group support as school decides is appropriate, in consultation with parents including in some cases after school tuition
- Consultation and/or referral to specialist outside agencies
- Bespoke Individual Curriculum Diet

This list is not exhaustive because we ensure support is personalised to the individual needs of the children.

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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Changes and adaptations to the physical environment
- Site accessibility
- Toilets adapted for disabled users
- Double doors in some parts of the building
- Use of technology
- Visual supports
- Inclusion Team support
- ELSA / Drawing and Talking support
- Personalised learning opportunities
- Personalised resources
- Advice from professionals
- Specialist resources
- Parents recommendations
- Playtime provision

- Bespoke curriculum offer

This list is not exhaustive because we ensure support is personalised to the individual needs.

5.8 Additional support for learning

We have a high number of teaching assistants who are trained to deliver a wide range of interventions such as precision teaching, toe by toe, various speech and language programmes, to name but a few.

Teaching assistants will support pupils on a 1:1 basis when it is thought to be appropriate to enable the pupil to develop emotionally, academically and physically.

Teaching assistants will socially support pupils in small groups when this is felt appropriate by the SENCo and teaching staff.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Educational Psychologist
- CAMHs (Mental Health support)
- Inclusion Partners
- Paediatricians
- Family Solutions
- Social Care
- EXTRA
- HomeStart
- School Nurse Team
- Occupational Therapy
- Post adoption support
- Education Access
- MIND
- Hearing Specialist
- Vision Specialist

Along with anyone else who is required at the time to ensure the full personalised support of the pupil.

5.9 Expertise and training of staff

Our SENCO works full time (5 days) a week to manage the SEND provision for Spring Meadow Primary School & 'School House' Nursery and The Harbour the SEMH Partnership Provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

We also have a dedicated Inclusion team now working within the school and they are staffing an Inclusion Hub on the school grounds to support those pupils who have suffered trauma, loss or have mental health issues that have been identified by the school systems that are in place.

We use specialist staff from outside agencies and from the Local authority to give us extra support and guidance to ensure the best possible education and experiences are being provided for each individual SEND pupil.

- In house staff training sessions on specific areas of SEND
- Access to other training by other providers where required
- SENCo has completed the National SENCo coordination training award (a legal requirement from 2008)
- SENCo attends regular update meetings and further specific training where needed in order to develop school practice
- Educational Psychologist advice
- Inclusion Partner advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapists advice
- Advice from CAMHs or mental health issues
- School Nurse and community health services including paediatrician's advice and support
- Post adoption support
- Other health specialists and supporting services in individual cases
- NELFT (used to be MIND)

5.10 Securing equipment and facilities

Any equipment or resources which have been recommended by outside agencies or specialists will be ordered by the SENCo through the school's procedures of sourcing the items required and putting in the order to the school office to ensure this is authorised by the finance manager and then the Head Teacher. If changes are required to allow access to certain rooms etc. discussion would be had with the Site Manager who would then action this to ensure access is possible for every pupil.

5.11 Evaluating the effectiveness of SEND 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
- Holding annual reviews for pupils with EHC plans
- Regular SLT meetings exploring progress
- Specialist reports
- Parents views
- Regular assessments by teaching staff
- Ofsted
- Termly meetings with the SENCo, Inclusion Partner and E.P.

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

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 trip each year.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc and staff are expected to ensure these events are fully inclusive.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

For further information, you can find it in our Accessibility Report and Plan.

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 and supported to play a full part in school life, including after school clubs to promote teamwork/building friendships and Pupil Parliament to ensure that their voices are heard
- We have an Inclusion Base and use the Boxall assessments to help our pupils develop communication skills as well as develop their own emotional well-being and mental health
- We have a zero tolerance approach to bullying. Along with an active Anti-Bullying policy and procedures, national anti- bullying week participation
- Inclusion Team support
- Gym Trail
- Pupil Parliament
- Attachment Awareness approaches used
- Play leaders
- Curriculum opportunities including Personal, Social, Health Education (PSHE)
- E-Safety
- Positive Behaviour Policy
- Lego therapy
- Social skills groups
- Attention Autism Bucket
- Friendship groups
- Anger management support
- Recognising and managing feelings
- Social stories
- Lunchtime Support
- Trauma Informed Practice throughout the school

- ELSA / Drawing & Talking
- In school Counsellor
- Speech & Language

This list is not exhaustive because we ensure support is personalised to the individual needs.

5.14 Working with other agencies

- Invites to Team around the Child/ Team around the Family meetings
- Open door policy

Referrals as appropriate to:

- General Practitioner/community paediatrician
- Speech and Language Therapist (SALT)
- Social Care
- CAMHs
- Educational Psychologist (EP)
- Health Visitors and School Nurses
- Inclusion Partner Team
- Statutory Assessment at County
- Occupational Therapy
- Incontinence
- Young Carers
- NELFT

Family Support to include:

- Home Start
- Family Solutions
- Extra Family
- Relate
- Parent groups, parenting sessions e.g. 'Step by Step'
- NELFT
- Young Carers
- Foodbank and Uniform Exchange

5.15 Complaints about SEND provision

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

The parents/carers 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 / suspensions

- 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/carers of pupils with SEN

Please contact the SENCo on telephone: 01255 504528 option 6

Or email: emma.donegan@springmeadow.essex.sch.uk

Or postal: Spring Meadow Primary School & 'School House' Nursery, Pound Farm Drive, Dovercourt, Essex, CO12 4LB

6. Monitoring arrangements

This 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 body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Relationships and Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- SEND Policy
- Transition Strategy
- SEND Strategy
- Speech & Language documentation