

SEND Information Report

2026 - 2027

This report should be read alongside our SEND
Policy this can be found on the school website



Publish date: Summer Term 2026
Review date : Summer Term 2027

Introduction

We create a happy, caring community where we all feel valued and secure. We value the contributions made by all pupils, professionals and parents to help enhance and maintain our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise and achieve their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At our school, we aim to promote positive learning for our pupils with SEND by:

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- An illustration of two children playing on a seesaw. On the left, a girl with brown hair in a ponytail, wearing a purple dress, is standing on the ground. On the right, a boy with blonde hair, wearing an orange shirt and dark pants, is sitting on the seesaw board. The seesaw is red with a black pivot point. The background is a light blue sky with white clouds and a green grassy field with small yellow flowers.
- Ensuring they feel a valued part of the school
 - Providing a safe and supportive environment
 - Having access to a range of teaching and learning strategies to suit their needs
 - Promoting independence and resilience as a learner, without over reliance on adult support
 - Identifying and addressing needs promptly to ensure early intervention
 - Communicating their needs appropriately throughout the school
 - Encouraging parents/carers to maintain close links with the school to help support their child throughout their learning development – for example, through attendance at Parent-Teacher Consultation appointments and following up on recommendations made with input at home.

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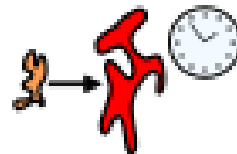
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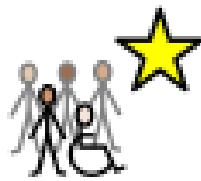
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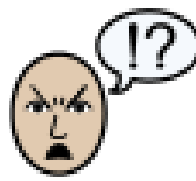
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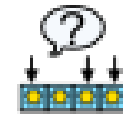
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Key Contacts

First contact should always be with class teachers. You may request an appointment in person, by phone or email to meet with your child's class teacher to discuss concerns at any time.

Telephone: Infant Site : 01277 622821 Juniors: 01277 623217

Email: senco@buttsburyprimary.essex.sch.uk

Class teachers may also invite you in to discuss your child's needs as matters arise.

Our Inclusion Manager and SENCo is Mrs Nicola Robinson, she can be contacted on the school telephone number or via email.



Inclusion Manager and SENDCo - Mrs Nicola Robinson

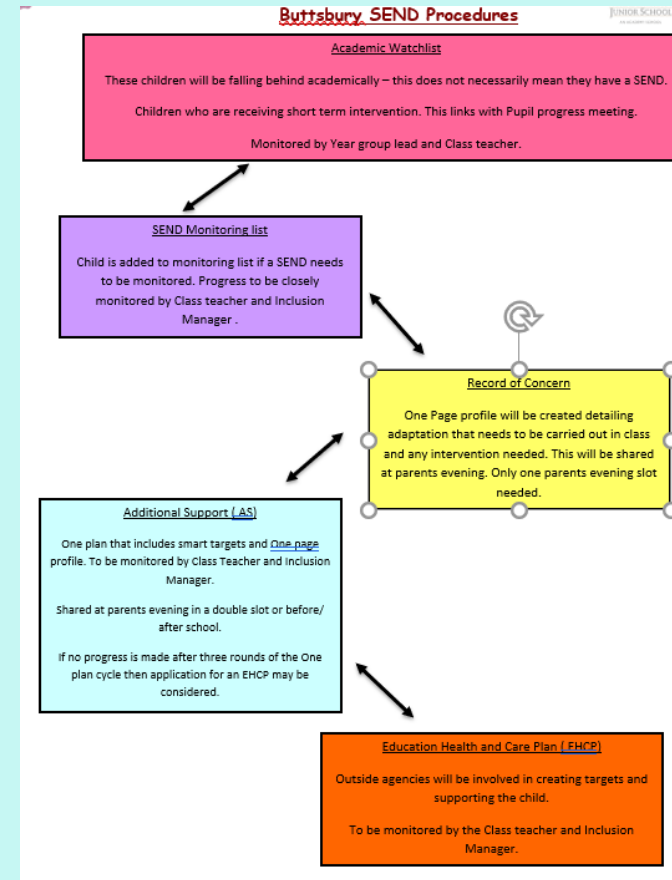
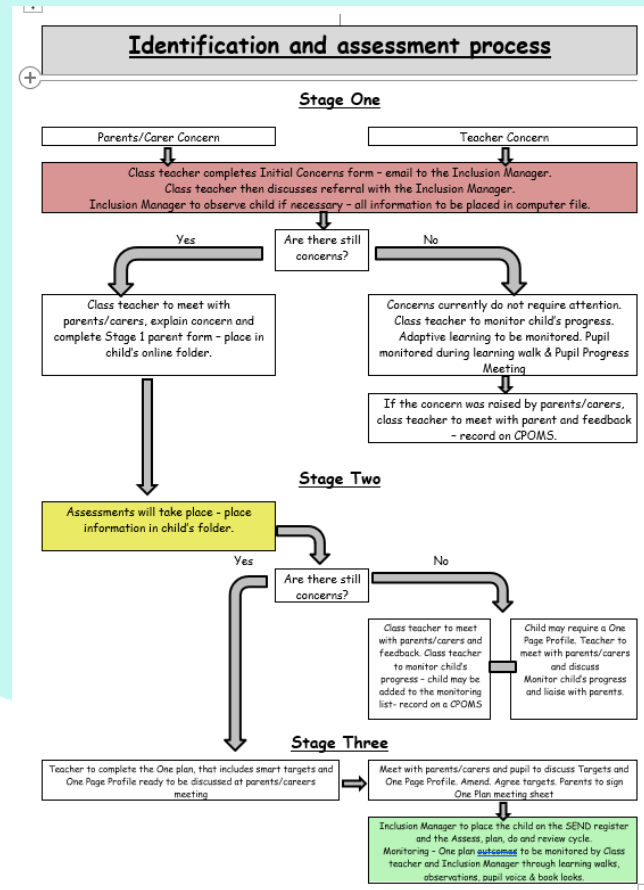
The SENDCo is responsible for the operation of SEND policy and the co-ordination of provision made to support pupils with SEND.

Our current SENDCo holds a BA (Hons) in Education with QTS. She also has the National award for SEN Co-ordination and is Level 3 safeguarding trained. Mrs N Robinson attends regular cluster meetings and termly planning meetings with the school Inclusion Partner and Educational Psychologist, as well as additional training in a range of areas delivered at county level.



Working together to identify Special Educational Needs

The Code of Practice (2015) is used to ensure rigorous following of statutory procedures.



Graduated approach to supporting pupils with SEND

Assess: We use a robust on-going assessment system with regular Pupil Progress meetings involving the Class Teachers, Head of Year, SENDCo and Headteacher to identify specific needs.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. Provision is planned which matches the needs of the child.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or individual teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed in line with the agreed date.

Each pupil's education will be planned for by the class teacher as part of high-quality teaching. It will be adapted accordingly to suit the pupil's individual needs.



The 3 stages of Inclusion

We use the following model when planning support. Each pupil will fit somewhere into one of these stages

Universal (All)

Quality first teaching in the classroom for all.

Adapted teaching strategies and adapted learning tasks.

Targeted catch up (some)

Targeted, evidence based, small group intervention.

Including personalised strategies to support learning.

Specialist (Few)

Targeted and highly tailored to need. Specialist often involved.

What Special Educational Needs do we cater for?

Communication and Interaction (CI)	Cognition and Learning (CL)	Social, Emotional and Mental Health Needs (SEMH)	Sensory and/or Physical (SP)
Speech, Language and Communication Need (SLCN) Autistic Spectrum disorder/condition (ASD/ASC)	Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD)- dyslexia, dyspraxia and dyscalculia	Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD)	Hearing Impairment (HI) Visual Impairment (VI) Physical Disability (PD)
Medical needs and disability – including diabetes and epilepsy			

Working together to identify Special Educational Needs

Information about the school's policies for identification, assessment and provision for pupils with SEND, including pupils with an EHCP can be located on the school's website.

As a school, we evaluate the effectiveness of its provision for pupils with SEND, reviewing and implementing strategies and interventions as deemed appropriate to ensure each pupil can achieve their full potential.

Pupils identified as having SEND:

- May receive closely monitored interventions tailored to their individual needs, and amended as required.
- Are closely monitored, and are placed on the Special Educational Needs Register if progress is not being made or a formal diagnosis has been made.
- May receive interventions and the outcomes that the child is working towards, will be recorded on the school's SEND paperwork.
 - May be referred to other professionals such as Speech Therapy or Occupational Therapy.
 - May have an application for a personalised curriculum (EHCP) submitted to SEND Operations in conjunction with the parents' permission.
- . The SEND budget may be used to fund the deployment of Learning Support assistants, equipment and resources; and relevant training for staff

Working together to identify Special Educational Needs

Some children may need some extra support that is “additional to and different from” their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on a One Plan. We identify these children in different ways:

Teachers

Teachers will follow the procedure on the previous page to highlight if a child is working below the expected level.

Working with external agencies.

This could include a health diagnosis from a doctor or a diagnosis of a Special Educational Need, such as Autism.



Identifying SEN

Working with previous setting.

We talk to previous settings to understand what support has been put in place to help individuals learn.

Working with parents/carers.

If parents/carers have a concern about their child we will listen, investigate and support.

Teaching Strategies and Interventions

Social, Emotional and Mental Health Difficulties



Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example they may have additional resources to support them in the classroom such as, reward charts, timers, clear rules and routines, etc. A personalised approach to their learning may be required such as, exploring feelings, anger management, Zones of Regulation.

Some children may also be on their own personalised behaviour management plan.

Support may include programmes like Time to Talk, 1:1 emotional support may also be offered to individual children based upon need e.g. bereavement support, mediation.



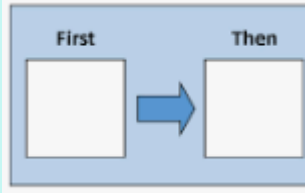
Figure 2: Wall Posters of the Zones

Teaching Strategies and Interventions

Autism and Social Communication Difficulties

Additional resources to support children with ASD in the classroom are things such as, visual timetables, visual organisation prompts, first and then boards, tasks broken down into manageable steps, clear and precise language used, a variety of options for recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc.

Some children may attend individual, paired or small group out-of-class sessions to develop their social communication and attention skills e.g Attention Bucket.



Teaching Strategies and Interventions

Speech, Language and Communication Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need.

For example they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills.

Staff liaise very closely with the Speech and Language Therapist, who model an intervention so that it can be continued in class. A speech and language therapist visits termly to assess and review cases.



Teaching Strategies and Interventions

Sensory, Physical and Neurological Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need.

For example they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Adaptations such as enlarged print or visual prompts may be made for children with a visual or hearing impairment. Fine and gross motor skills practise is included within curriculum lessons such as handwriting and PE. A motor skills group [gym trail] is run weekly by the for children who would benefit from additional support.

Time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy and Physiotherapy in order for advice to be implemented.



Teaching Strategies and Interventions

For children who have medical issues

The school arranges meetings with the school nurse [if available] to complete Health Care Plans for children, including children with allergies, anaphylaxis, epilepsy and diabetes.

Where a nurse is not available, Health Care plans are drawn up with parents and are reviewed annually. Staff who come into regular contact with a child with medical needs are offered the appropriate training to support them in school.

On some occasions an LSA may receive additional training from a health care professional to support the child in the management of their difficulties. Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting.



How we involve parents and carers.

We strongly believe it is vital that parents and carers are involved with the support given and progress made by their child.

When a child receives a diagnosis the SENCo will invite the parents in for a meeting to discuss the recommendations of the report. At this point a One Page profile will be developed and then shared with all relevant staff.

- Termly meetings are arranged to update individual 'One Plans' formally which are then distributed to parents. At these times a child's provision plan and/or one-page profile will be reviewed. Children's targets are reviewed and new targets are set. Parents are invited to make a contribution to the parents view section of the review.
- Class teachers take the lead role in meetings for children at SEND support. For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.
- The SENDCo is also available to attend termly meetings if required and is always available at parent consultations.
- Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review.
- In Year 6 the amendment of the EHCP will be discussed ready for secondary school transition.
- The SENDCo is available to talk to parents on an informal basis by phone call.

How we involve pupils in their education.

Children are encouraged to participate in 'One Planning' meetings wherever possible. Pupils are invited to give their views about their learning and these are recorded on the "One Plan" document. Children are also encouraged to contribute towards their own 'One Page Profile' which is personalised with their likes and targets.



Children with an EHCP are invited to attend their annual review meeting, if appropriate, and their views recorded alongside their family and professionals. A variety of ways may be used to record a pupil's views e.g. photographs or pictures

Supporting Transitions. Pre-School to Reception

We have established an effective transition programme which helps all children. It is particularly beneficial to children who have special needs .

- Our Early Years teacher, visits all feeder preschools and meets with parents during the preceding summer term.
- In the preceding June/July she also runs additional afternoon sessions where her next class get used to their new environment and meet, work and play with the teaching team.
- Mrs Robinson, the SENDCo will meet with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, so that it is ready for the autumn term.
- Transition books are provided



Supporting Transitions. Class to Class

All children have a number of visits to meet their new class teacher in the summer term.

- Extra visits will be offered to children who require them and a 'transition book' may be sent home if appropriate.
- At the beginning of a new academic year, the SENDCo will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information.
 - Relevant courses will also be arranged.
 - Transition book provided.



Supporting Transitions. Year 2 – Junior site

- Transition programmes vary depending upon the child but additional visits are available to SEND pupils in the summer term to help them become accustomed to the demands of a new environment.



Supporting Transitions. Year 6 - Secondary

Where children are transferring to Secondary School, the SENDCo will meet SENDCos of each secondary school to transfer SEND information.

- All SEND school records will be passed on to secondary school.
- Transition programmes vary depending upon the school but additional visits are available to SEND pupils in the summer term to help them become accustomed to the demands of a new environment.



What training have our staff had in order to support pupils with SEND?

We subscribe to the Billericay Community Trust (BCT). The BCT also provides training opportunities for staff. Billericay Schools' SENDCos meet termly to keep up to date with current changes to legislation; these meetings also provide opportunities for training and increased knowledge of resources available in the local area.



- In-school training is arranged for specific SEND topics and medical diagnosis for Teaching Assistants, Teachers and Mid-Day Assistants
- Regular opportunities are given to all staff to attend courses with a SEND focus.

We have access to Local Authority Inclusion Partners who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual and auditory impairments. We can also seek advice from the Educational Psychology Service.



Support and Wellbeing



Mrs A Robinson
Headteacher



Mr Graves
Deputy Headteacher

Please make an appointment to see any of the above members of staff.



Supporting pupils with SEN who are LAC

If a pupil is LAC (Looked After Child) and has SEN, the SENDCo and Headteacher will review Personal Education Plans (PEP) and care-plans for the pupils who is LAC and the previously-LAC.

If a pupil has SEN, but does not have an EHC Plan, the support required will be in the pupil's PEP and Care plan.

If appropriate, the Virtual School Head will be invited to comment on proposed SEN support as part of our Graduated Approach.

The SENDCo and LAC-Coordinator will work together to ensure that the whole-school is working together to ensure that the right support is given.



Links

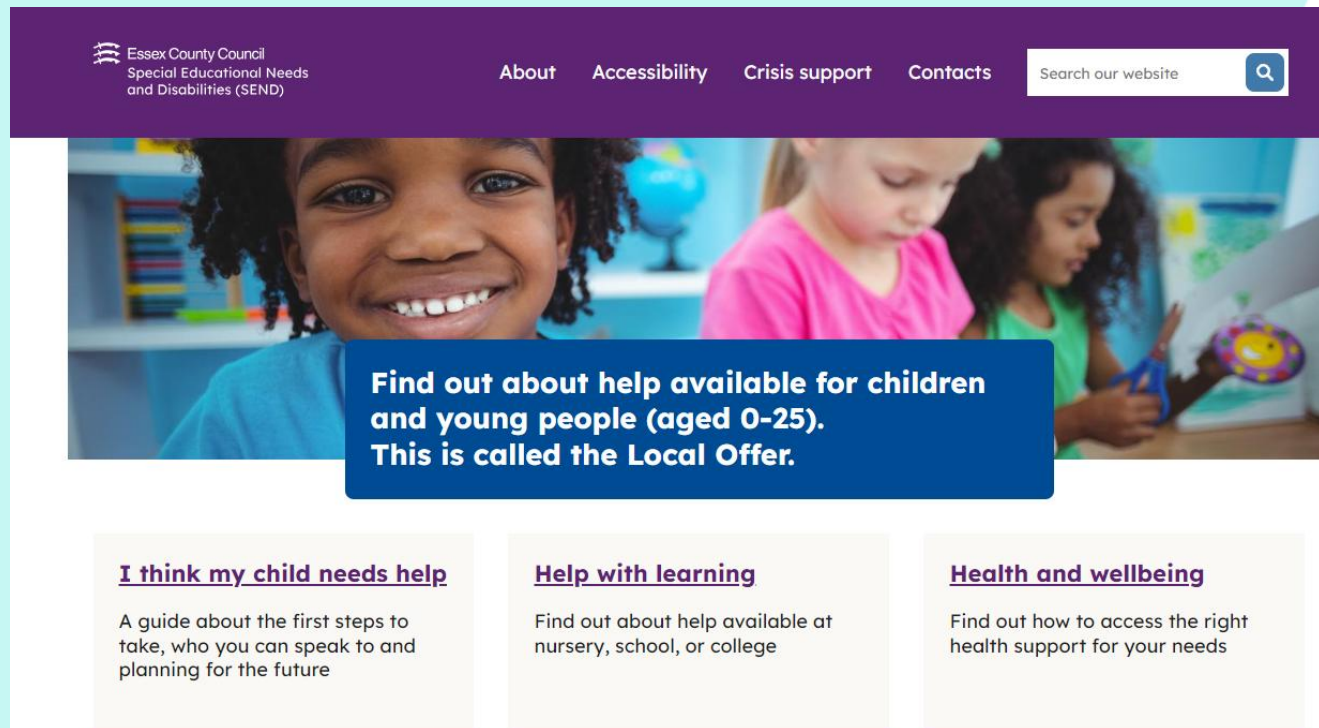
The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32:

- SNAP – www.snapcharity.org - 01277 211300
- ISEssex – www.isessex.org - 01245 608300
- FACE – Families Acting for Essex – info@face-essex.org – 01245 608231
- Local GP surgery
- Local Library
- Pupils Centre – Sunnyside's Pupil Centre, Rosebay Avenue
- School Nurse – contact via the school
- Families in Focus (Essex)- www.familiesinfocusessex.org.uk – 01245 353575
- Parent Partnership – Parentpartnership@essex.gov.uk -01245 436036



Essex Local Offer

You can find Essex Local Offer online at <https://send.essex.gov.uk/>



Essex County Council
Special Educational Needs
and Disabilities (SEND)

About Accessibility Crisis support Contacts

Search our website

Find out about help available for children and young people (aged 0-25). This is called the Local Offer.

I think my child needs help
A guide about the first steps to take, who you can speak to and planning for the future

Help with learning
Find out about help available at nursery, school, or college

Health and wellbeing
Find out how to access the right health support for your needs



What to do if you have a complaint.

The school has an “open door” policy. We aim to resolve issues swiftly and in person, often resulting in a mutual agreement and understanding. A parent’s first port of call is to arrange a meeting with the class teacher. If necessary, the SENDCo would become involved, after which, the matter progresses to the Headteacher.

In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy can be obtained from the School Office on request.



Frequently Asked Questions.

How will all the teachers know what my child needs?

Teachers have handovers with one another and with the SENDCo, which allows SEN support information to be shared with adults who teach your child.

Who should I contact if I am worried my child has a Special Educational Need?

First, would be the class teacher, who can talk about the learning within the classroom. You can also contact the SENDCo.

How will I know how my child is getting on?

In each year, you will have three opportunities to meet with the class teacher or SENDCo to discuss progress.

How will teaching be adapted to support my child?

We pride ourselves on getting to know your child and know what strategies will help them feel safe in school and learn. This means that we create One Plans to meet the individual needs of your child.

Will my child have a 1:1 Teaching Assistant (TA)?

We are unable to provide 1:1 TAs to all pupils with SEN or with an EHCP. We review each child's needs and ensure we provide the support required .

