Little Waltham CEVA Primary School

Special Educational Needs and Disabilities (SEND)

Information Report

School Offer 2026 - 2027

Our mission as a church school is to be – loving, welcoming and succeeding with faith, family and friendship at the centre of all that we do.

The key Christian values that are the core of our school life are: ***Courage, Forgiveness, Perseverance and Compassion.***

We are committed to ensuring that every child feels valued, included and successful. We recognise that every child is unique and that some children may require additional support to achieve their full potential.

We strive to provide a nurturing and inclusive environment where pupils with Special Educational Needs and Disabilities (SEND) can flourish academically, socially and emotionally. We work in partnership with children, families and external professionals to ensure that each child receives the support they need to participate fully in all aspects of school life.

2. Provision for Special Educational Needs at Little Waltham CEVA Primary School

SENCO Contact Details ***Mrs Louise Fisk*** *Special Educational Needs and Disabilities Coordinator (SENCO)*

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Types of SEND Supported

The school makes provision for children across the four broad areas of need identified in the SEND Code of Practice:

- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health (SEMH)*
- *Sensory and/or Physical Needs*

Provision is tailored to meet individual needs and may include Quality First Teaching, targeted interventions, specialist advice and personalised support.

School Provision

- *We have a dedicated SENCO*
- *Graeme McLeod is our Governor with responsibility for SEND*
- *SEND training opportunities are delivered regularly to staff*
- *We have a trained Emotional Literacy Support Assistant (ELSA) and another trained member of staff for Pastoral Support*
- *We access support from Educational Psychologists, School Inclusion Partners and Engagement Facilitators*
- *We liaise with Specialist Teachers for Physical and Neurological Needs, Hearing Impairment and Visual Impairment*
- *We work closely with Speech and Language Therapists from Provide*
- *We work alongside Paediatricians, Occupational Therapists, Physiotherapists, School Nurses and other professionals when required*
- *Teaching Assistants and Learning Support Assistants receive training to support a range of SEND needs*
- *Additional interventions may be delivered to support literacy, numeracy, communication, social skills and emotional wellbeing*
- *We work closely with YMCA Family Support and other community services where appropriate*

3. Identification of SEND and Evaluation of Provision

How We Identify SEND

Children may be identified through:

- *Information from parents and carers*
- *Liaison with pre-schools and previous schools*
- *Teacher observations*
- *Assessment data and progress tracking*
- *Screening assessments*
- *Outside agency reports*
- *Medical information*
- *Discussions at pupil progress meetings*

Early identification allows us to provide support as quickly as possible.

How We Evaluate Effectiveness

The effectiveness of SEND provision is reviewed through:

- *Termly Learning Plan reviews*
- *Pupil progress meetings*
- *Analysis of assessment data*
- *Monitoring intervention impact*
- *SENCO observations and reviews*
- *Parent and pupil feedback*
- *Annual Reviews for pupils with EHCPs.*

Provision is adjusted where necessary to ensure support remains effective and responsive to changing needs.

Graduated Approach

We follow the graduated approach outlined within the SEND Code of Practice:

Assess → Plan → Do → Review

This ensures that support is carefully planned, monitored and reviewed in collaboration with pupils, families and professionals.

Planning and Monitoring

- *A person-centred One Planning approach is used*
- *All pupils on the SEND Register have an individual Learning Plan*
- *Plans are reviewed termly with pupils, parents and staff*
- *Interventions are monitored formally every term and informally throughout the year*
- *Progress is monitored through pupil progress meetings*
- *SEND policy and procedures are reviewed annually*

4. Provision for Pupils with SEND

Quality First Teaching

Every child has access to high-quality teaching within the classroom.

Teachers adapt learning by:

- *Differentiating learning activities*
- *Using visual supports and scaffolds*
- *Breaking learning into smaller steps*
- *Providing additional adult support where appropriate*
- *Adapting resources and teaching approaches*
- *Developing inclusive classroom practices*

Additional Support

Where required, pupils may receive:

- *Small-group intervention*
- *Individual intervention*
- *Speech and language programmes*
- *Social communication support*
- *Emotional wellbeing support*
- *Numeracy support*
- *Literacy support*
- *Programmes recommended by specialist professionals*

Wider Support

When appropriate, support may be sought from:

- *Educational Psychologists*

- *Specialist Teachers*
- *Speech and Language Therapists*
- *Occupational Therapists*
- *Physiotherapists*
- *School Nursing Services*
- *YMCA Family Support*
- *Paediatric Services*
- *Social Care Services*

5. Expertise and Training of Staff

Staff training is an important part of our inclusive practice.

Our staff receive training in areas including:

- *Autism awareness*
- *Speech and language needs including ELKLAN*
- *SEMH support*
- *Inclusive classroom practice*
- *Medical needs*
- *Trauma-informed approaches*
- *Safeguarding vulnerable children*

Additional arrangements include:

- *Ongoing SENCO training and cluster meetings*
- *Specialist teacher advice and support*
- *Speech and language training for relevant staff*
- *Intervention-specific training*
- *Professional development linked to emerging needs within school*

6. Equipment and Facilities

To support pupils with SEND we provide:

- *Visual timetables*
- *Sand timers*
- *Pencil grips*
- *Left-handed scissors*
- *Writing slopes*
- *Sit-and-move cushions*
- *ICT resources*
- *Interactive whiteboards*
- *Laptops and computers*
- *Gym trail resources*
- *Finger gym resources*
- *SEND games and intervention resources*
- *Reading materials matched to individual needs*
- *Visuals including WIDGIT*

The school also has access to:

- *A SEND room*
- *Small-group teaching spaces*
- *Library facilities*
- *The School House provision*
- *Accessible toilet facilities*

We continually review our environment and resources to improve accessibility and independence.

7. Consulting and Working with Parents

At Little Waltham CEVA Primary School, we believe parents and carers are experts in their child.

We work closely with families through:

- *Person-centred One Planning meetings*
- *Annual Reviews for EHCP pupils*
- *Parent consultation evenings*
- *SENCO appointments*
- *Telephone consultations*
- *Microsoft Teams meetings*
- *Email communication*
- *Home-school communication books where appropriate*

The SENCO works closely with families and external agencies to ensure a joined-up approach to support.

Information is shared with parents regarding:

- *Learning Plans*
- *Health Care Plans*
- *Behaviour Support Plans*
- *Speech and Language Programmes*
- *Educational Psychologist Reports*
- *Outside agency recommendations*

8. Involving Children and Young People

Children are central to decision making about their support.

We encourage pupils to:

- *Contribute to Learning Plans*
- *Discuss what helps them learn best*
- *Share their views at review meetings*
- *Participate in Annual Reviews*
- *Take part in pupil voice activities*
- *Join the School Council*
- *Contribute to surveys and school improvement discussions*

Transition booklets and personalised resources help children prepare for change and new experiences.

9. What To Do If You Are Not Satisfied with a Decision

We value positive relationships with families and aim to resolve concerns quickly and collaboratively.

Stage 1

Speak to your child's class teacher.

Stage 2

Contact the SENCO to discuss concerns.

Stage 3

Contact the Headteacher if concerns remain unresolved.

Stage 4

Contact the Governing Body via the school office.

The school's Complaints Policy is available on the school website.

10. Support Available for Parents

Parents may be signposted to support through:

- *Essex Local Offer* Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer
- *SENDIASS Essex*
- *Family Hub Services*
- *National and Local Charities*
- *School Nursing Service*
- *YMCA Family Support*
- *Counselling Services*
- *Health and therapy services*
- *Voluntary organisations supporting specific needs*

The SENCO can support families in accessing these services where appropriate.

11. Supporting Pupils Through Transitions

Transition arrangements are personalised according to children's needs.

Starting School

- *Meetings with parents*
- *Liaison with pre-school settings*
- *Information sharing with professionals*
- *Familiarisation visits*
- *Transition activities*
- *Additional visits when needed*

Moving to Secondary School

- *Information sharing between SENCOs*
- *Transition meetings*
- *Additional visits where required*
- *Transition booklets and social stories*
- *Enhanced transition arrangements for pupils with EHCPs*

We work closely with local secondary schools to support a smooth and successful transition.

13. Admission Arrangements for Disabled Pupils

Little Waltham CEVA Primary School welcomes applications from all children, including those with SEND.

Admissions are managed in accordance with Essex Local Authority Admissions arrangements and the Equality Act 2010.

We encourage prospective families to visit the school and meet with the SENCO where appropriate.

Reasonable adjustments will be considered to support access to education and school life.

14. Ensuring Pupils with SEND are not disadvantaged

We are committed to equality and inclusion.

Our practice is informed by:

- *Equality Act 2010*
- *Teachers' Standards*
- *Safeguarding Policy*
- *Behaviour Policy*
- *Teaching and Learning Policy*
- *SEND Policy*
- *Accessibility Plan*

We strive to ensure all pupils have equal opportunities to participate, achieve and belong.

15. Facilities to Assist Access for Disabled Pupils

Facilities include:

- *Disabled toilet facilities*
- *Accessible routes around the school site*
- *Adapted resources where required*
- *Specialist equipment following professional recommendations*
- *Flexible teaching environments*

Further information can be found within the school's Accessibility Plan.

16. Accessibility Plan

The school's Accessibility Plan sets out how we will:

- *Improve access to the curriculum*
- *Improve the physical environment*
- *Improve access to information*
- *Remove barriers to learning and participation*

The Accessibility Plan is available on the school website.

Final Statement

At Little Waltham CEVA Primary School we believe that every child has strengths, talents and the right to succeed. Through our Christian values and our commitment to inclusion, we work in partnership with families and professionals to ensure that pupils with SEND are fully included, well supported and able to flourish as valued members of our school community.