SEND INFORMATION REPORT

September 2026

SENDCO Contact Details

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Useful Links:
SEND Policy
Accessibility Plan
Essex Local Offer

At High Ongar Primary School, we are committed to ensuring that every child achieves their full potential. We believe that high-quality teaching, strong relationships and early identification of need enable all pupils to succeed. We work closely with children, families and external professionals to provide inclusive support to remove barriers to learning and participation.

This SEND Information Report explains how High Ongar Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND). It outlines the provision available, how parents and pupils are involved in decision-making and how we work with external agencies to ensure every child can thrive.

PROVISIONS FOR SEND

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

- Communication and interaction; for example, Autistic Spectrum Disorder, Speech and Language difficulties.
- Cognition and learning; for example, literacy difficulties, 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/severe/profound and multiple learning difficulties.



IDENTIFYING PUPILS WITH SEND AND ASSESSING THEIR NEEDS

2.1 At High Ongar, our class teachers monitor all the pupils in their class and track their progress carefully. If a child is showing a difficulty in an area of their schooling, the class teacher will meet with the child's parent to discuss the next steps and will seek advice from our SENCO. If, despite extra support, a child continues to need provision which is additional to or different from that which is available for all children of the same age, it may be identified that the child has a particular SEND.

We understand that parents and carers know their children best and we will always seek and value their expert knowledge about their child when planning next steps. Parents and carers are kept fully informed about how their child is progressing in school.

CONSULTING AND INVOLVING PUPILS AND PARENTS

3.1 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 child'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 taken and may then be used help to formulate a One Plan for the child. We will formally notify parents when it is agreed that a child will receive SEN support.

ASSESSING AND REVIEWING PUPILS PROGRESS TOWARDS OUTCOMES

4.1 Once a child is identified as having a special educational need, their progress and support is monitored using a four-part cycle: **Assess – Plan – Do – Review:**



Assess – the child's needs are assessed at least termly by the class teacher in consultation with the SENCo.

Plan – the teacher and the SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place for the child, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Parents are kept fully aware of the planned support and interventions and, where appropriate, plans seek parental involvement to reinforce or contribute to progress at home.

Do - the class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the child. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review – the impact and quality of the support and interventions is evaluated, along with the views of the child and their parents. This feeds back into the analysis of the child's needs. The class teacher, working with the SENCO, revises the support in light of the child's progress and development, and decides on any changes to the support and outcomes in consultation with the parent and child. Parents have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

SUPPORTING PUPILS MOVING BETWEEN CLASSES, PHASES AND PREPARING FOR ADULTHOOD

5.1 We recognise that moving on can be difficult for all children, but especially for a child with SEN and/ or disabilities and we take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school, we will contact the new school's SENCo and ensure they know about any special arrangements or support that need to be made for your child.
- We will ensure all records are passed on as soon as possible.
- When moving classes within the school, information will be passed on to the new teacher in advance. If your child has significant issues, then a meeting will be arranged with the new class teacher so that they are well prepared to meet your child's needs.

OUR APPROACH TO TEACHING PUPILS WITH SEN

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

6.2 High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils.

ADAPTATIONS TO THE CURRICULUM AND LEARNING ENVIRONMENT

7.1 Children at High Ongar Primary School will receive support that is specific to their individual needs. This is usually provided by the class teacher as part of the high-quality education that we offer however it may also involve the following:

- Specific support from other staff in school
- Specific support from professionals that visit the school from the Local Authority Services such as the Educational Psychologists, Physiotherapy Team, Occupational Therapists, Speech and Language Team (SALT) or Specialist Teachers. If the SENCo/class teacher feels your child needs support from an agency outside of school, you will be consulted, and your permission will be sought before these professionals are contacted.

7.2 All children receive class teacher input via high quality classroom teaching. The teacher will have the highest possible expectations for your child and all pupils in their class. We make the following adaptations to ensure all pupils' needs are met:

- Putting in place different ways of teaching so that your child can access the learning. This may involve using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies which may be suggested by the SENCo or external agencies to enable your child to access the learning task.
- Giving additional support such as learning resources of the support of an adult during activities they find difficult.

ADDITIONAL SUPPORT FOR LEARNING

As well as the above strategies, we may also put in place the following additional support for learning:

8.1 Intervention Groups

At High Ongar, we use intervention groups to pre-teach, consolidate, or provide extra challenge to children depending on what is being taught. Any child who has been identified as having

specific needs may receive support through specific small group work or 1:1 work. This group may be delivered in the classroom or another room. It may be delivered by the teacher, HLTA (Higher Level Teaching Assistant) or a LSA (Learning support assistant) who has been trained to deliver these groups. Your child's teacher is responsible for planning the interventions, monitoring the quality of these and the impact.

8.2 Speech and Language Support

We work in partnership with speech and language therapists to plan and deliver support for children with specific needs/ difficulties. • Individual speech therapy sessions are delivered by a Learning Support Assistant who liaises with the SALT team and the school SENCO and regularly source materials and resources.

8.3 Education Health Care Plans



- The school, together with parents, can request that the Local Authority carry out a statutory assessment of your child's needs.
- Information will be gathered by the SENCo, other agencies and parents and sent to the Local Authority. They will decide whether the child's needs seem complex enough to require an assessment.
- After the reports have been sent in, the Local Authority will decide if your child requires a needs assessment. A needs assessment meeting will take place with you, the school, the Local Authority, and any specialist professionals who have been involved to support your child. The information provided will form a report which will be sent to the Local Authority and looked at by a team of professionals known as 'the panel'. The Local Authority will decide if your child's needs are severe, complex, and lifelong. If this is the case, then an Education Health Care Plan will be produced for your child. This is a statutory document which will remain with your child until they are 25 years old unless decided that it no longer remains appropriate. This document is reviewed annually by the child's educational placement.

8.4 Support for children with medical needs

- The school nurse will visit the school to provide advice and deliver any necessary training.
- There are staff who are trained to deliver any on-going or life-threatening medication as directed by the parents and the school nurse.
- There are staff within the school have current first aid qualifications.

EXPERTISE AND TRAINING OF STAFF

9.1

- The school has a development plan, including identified training needs for all staff to ensure excellent teaching and learning for all children, including those with identified SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children at our school.
- Expertise of individual staff is regularly shared with all staff to ensure a consistent approach.

SECURING EQUIPMENT AND FACILITIES

10.1 Our school is accessible to children, including those with physical difficulties through:

- Disabled access, where possible, in and around the school

- Disabled toilets located in the main school building.
- Partnerships with Physiotherapists and Occupational Therapists who provide specific advice and guidance and support the school to receive any relevant equipment that a child may need to use.
- Reception and KS1 classrooms located at ground level.
- A designated quiet/sensory room which allows a safe space for children who need it.

EVALUATING THE EFFECTIVENESS OF SEN PROVISION

11.1 How will we measure progress of children with SEND in school:

- Your child's progress will be carefully monitored by the class teacher and SENCo.
- Every term you will be invited to a One Plan meeting with your child's class teacher and SENCo to inform you about how well your child is progressing. New targets will be set for the following term, and you will be given ideas about how you can also support your child at home.
- If your child has an Education Health Care Plan you will have a termly meeting with the class teacher. Once a year we will hold a formal review (known as an Annual Review) of the Education and Health Care Plan to see if it is still relevant or needs amending this will be with the class teacher, SENCo and any other external agencies who may be involved.

ENABLING SEN PUPILS TO ENGAGE IN ACTIVITIES

12.1

- Our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. If a club is run by an outside provider, you would need to inform them about any specific needs that your child may have.
- All pupils are encouraged to go on our day/residential trip(s). These visits are carefully planned, risk assessed, and procedures are put into place to enable all children to participate. Transport, which has disabled access, can be arranged if required.
- 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.
- Accessibility Plan Policy is available on our school website.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

13.1

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN have access to a staff member trained in pastoral support.
- Pupils with SEN are also encouraged to be part of play/lunchtime games to promote teamwork/building friendships etc.
- Support for groups of children from an assistant Educational Psychologist

- We have a zero-tolerance approach to bullying.

WORKING WITH OTHER AGENCIES

14.1

If a child has been identified as needing more specialist input, referrals will be made to outside agencies to advise and support the school to enable the child to make progress.

- Before referrals are made, parents/carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and parents/carers to understand your child's particular needs better.

14.2

Who are the other people providing services to children with SEND at this school?

- Educational Psychology Service.
- Speech and Language Therapy.
- Essex Inclusion Partner.
- Mind in West Essex.
- Essex Child and Family Wellbeing Service.
- School Nurse if required.
- Autism Central.
- CAMHS (Child and Adolescent Mental Health Service).
- Social care.



Where necessary, other agencies not included in the list above may also be sought to work with the school to support children with SEND.

CONTACT DETAILS OF SUPPORT SERVICES

15.1 Local authority's local offer is published http://www.essexlocaloffer.org.uk/, The Local Offer gives you information about education, health, and care services. The Local offer will:

- Make it easier to find out what you need to know.
- Help you to be less dependent on other people or word of mouth.
- Help you find the nearest and most suitable services.
- Help you to ask the right questions.

Support for parents of children with SEN and/ or disabilities

16.1 We encourage parents to have a regular dialogue with their child's class teacher so that they know what they are doing at home, and we can share what we are doing at school. This is to ensure that we are both doing similar things to support children both at home and at school and gives opportunities to share what is working well in both places. This may be a verbal or written conversation.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- The Family Support Worker is available to meet with you and discuss support for your child/family and request support from other agencies.
- All information from outside professionals will be discussed with parents/carers.
- One plans will be reviewed each term in collaboration with parents/carers and children.

Concerns and complaints

- Complaints about SEND provision in our schools should be made to the school in the first instance.
- If dissatisfied with response in the first instance, further action must follow Bridge Academy Trusts Complaints Policy

Criteria for exiting the SEN Register

17.1 A child may be removed from the SEN Register if:

- Their progress is such that they achieve what is broadly expected for a child of their age.
- The child no longer requires support which is additional to or different from what is normally provided within the class.

17.2 Parents/carers will always be informed if their child no longer requires SEN Support however, regular one planning meetings will ensure that you have been aware that your child is requiring less extra support and so this will be a graduated approach. If a child is taken off of the SEN Register, their progress will continue to be closely monitored by their class teacher and the Head Teacher.

We are committed to providing an inclusive environment where every child feels valued, supported and able to achieve their potential. If you would like further information about SEND provision at High Ongar Primary School, please contact the SENDCo using the details provided at the beginning of this report.