

OLD HEATH COMMUNITY PRIMARY SCHOOL SEND INFORMATION REPORT September 2026

Throughout Essex all schools offer very similar provision for children with SEND in line with the Local Authority Information Report. To find out more about the Essex Local Offer at www.essexlocaloffer.org.uk

Old Heath Ethos for SEND

We believe in providing every possible opportunity to develop the full potential of all children. We have high expectations of all our children. Our aims are set out in our Special Educational Needs and Disability Policy (SEND Policy).

We understand that all children;

- Acquire, assimilate and communicate information at different rates
- Require different strategies for learning
- Need a range of different teaching approaches and experience
- Have different educational and behavioural needs and aspirations

Old Heath provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. In their planning teaching staff will set appropriate learning challenges and respond to children's diverse learning needs, this will include adapting the curriculum to make it accessible for children with SEND. We use Ordinarily Available at a universal level to support all of our pupils.

Some children will have 'barriers to learning' that require particular action by the school. These are likely to arise from a child having a particular special educational need / disability. As a school we take account of these requirements and make appropriate provision to support children to engage effectively in their learning. Some children may need additional help or different help from that given to other children of the same age. We apply Ordinarily Available at a targeted level for these pupils.

How does Old Heath know if my child needs extra help?

For identification of special educational needs, we refer to the SEND Code of Practice 2015 which sets out four broad areas of need:

Communication and interaction

Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

	Cognition and Learning Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of conditions such as, dyscalculia and dyspraxia. At Old Heath we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. These are monitored through pupil progress meetings, ensuring that every child is accounted for. The class teacher will discuss any concerns with the SENCo and then decide on the most appropriate intervention for that child, at that time. Sensory and/or physical needs Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed in order to enable children with these needs to access all the opportunities available to their peers. At Old Heath we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place in order to ensure that the sensory and/or physical needs for the child are being met. Social, emotional and mental health difficulties. Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn or isolate or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression for example. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. At Old Heath we monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve outside professionals, signposting to different services or consistent management plans to support the child, family and school.
Who are the key people who support SEND provision in Old Heath?	Ms Hayley Pudney is our SENCo and is available through telephone discussions or appointments that can be booked by contacting through the school office. Tina Bourne (Headteacher) oversees the work of the SENCo and the team of staff that support children. All of our LSAs work with pupils with SEN and all class teachers take time to work with pupils with SEN.
How does Old Heath work in partnership with parents/carers	The class teacher is the first person to contact if you have a concern about your child's learning. The

in supporting a child with special educational needs and disability?	SENCo is available for meetings with parents on her working days. Monday, Tuesday, Wednesday morning and all-day Thursday. There are termly One Planning meetings for all pupils on the SEN register which are organised by the SENCo. SENCo contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice. SENCo attends multi agency meetings with parents where appropriate. Parents of children who have an EHCP are invited to discuss their child's progress at the annual review. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review. Our Headteacher Tina Bourne also supports with SEND issues, tribunals and local authority agencies.
How will my child's views be heard?	Children with SEND have a One Page Profile which is created in partnership with the pupil, parents and school. Children who are formally identified with SEND are involved in creating a child centred plan which identifies targets that they wish to achieve within school. Parents and relevant professionals are invited to contribute towards these plans. Annual review meetings are held for children with EHCPs to discuss previous targets and set new targets as well as exploring various strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. Pupil voice questionnaires are conducted to gain feedback from pupils as to their views on their education and experiences. Pupils have the chance to be part of the school council and have their views heard. Further to this Old Heath is part of the Multi-Schools council specifically assembled for pupils with SEND to work with other schools to get their views heard and work collaboratively to find solutions and improve outcomes for pupils with SEND. Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility.
How will I know how my child is doing?	Children with SEND will be offered three meetings a year with the class teacher and SENCo if requested. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date. Annual review meetings are held for children with EHCP's to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented. Teachers are available after school for a quick chat or if you would like a longer appointment then you can book this through the office or directly with the class teacher. The SENCo can be available if requested.

How does Old Heath support children when they start school or transition to the next stage of their education?	Where children are transferring from pre-schools or nurseries, we would hope that the staff involved share information on all children already identified with SEND as part of transition arrangements. Our EY staff will also ask questions when visiting settings if they observe a particular child who they feel may struggle with transition to full time education. During our summer term Early Years transition sessions (usually about 4 sessions) our Early Years teacher and support staff will spend time meeting the new children and collecting information from discussions with parents and observations of the child. This enables school staff to put support in place at the start of the school year where it is appropriate to do so. Where children are transferring to Secondary School, the SENCo will meet SENCo's of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school or any other school the child may transfer to. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems. Old Heath has taken part in the STAY project which supports the transition from Primary to Secondary school and we are paired with our feeder secondary school to work together. Parents of children who have an EHCP are invited to discuss transitional provision and any concerns they may have, with the potential secondary school at a Transitional Review. Careful planning with the child who has SEND will take place in order to make sure that the transition to a new school is as smooth as possible. This may include extra visits in the summer term before they move to secondary school.
What expertise is there at Old Heath to support children with SEND?	All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class. The SENCo has completed a Postgraduate diploma to educate pupils with SEND. Teachers and LSAs have regular CPD on SEND and have taken part in training in Attention Autism, DLD, Colourful Semantics, Sensory Integration, Selective Mutism, Masking, Understanding Demand Avoidance, Reasonable Adjustments and Neuro-affirmative language. This year we are going to be working as a whole school to adopt Trauma Perceptive Practice led by Tina Bourne Headteacher. At Old Heath, we strive to work in partnership with health and social care professionals, local authority support services and voluntary sector organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that we have access to the PNI Specialist Teacher team, Occupational Health, Physiotherapy, Speech and Language Therapy, Educational Psychology, Social Care and Family Support Agencies. This means that all teaching staff has access to information and resources to meet the individual needs of children in our school. We are part of the Child First Trust and that enables us to access extra resources should a child need; counselling, play therapy, speech and language support, occupational therapy, or should a parent need

	extra support there are extra resources available on request if these are deemed beneficial to support the pupil. A discussion will always take place with the family or carer of a child before any referral is made. Staff are all trained regularly on new interventions and have updates to any new policies or procedures that are implemented.
How accessible is Old Heath?	Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour reminders & 'script maps', visual timetables, traffic light faces, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, sit and move cushions, weighted blankets, spinning seat, writing slopes and left write mats, iPad/laptop programmes for specific needs, fine/gross motor control equipment (time for OT programmes as necessary) Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies. The Old Heath staff team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips. We have developed a provision to meet the needs of our most complex children with SEND. We now have the 'Den' which has specialised equipment and sensory areas. The Den is staffed by a team that have been trained in Attention Autism and Speech and Language strategies. Pupils in the Den provision will have individual targets and programmes developed to meet their specific needs.
How does Old Heath deal with bullying?	We have high expectations for all children and their behaviour. One of our values, highly regarded by the children through the Old Heath Heart Award is 'show respect & think of others'. Children often have arguments and fall outs, it is part of life and learning to manage relationships, responses and developing empathy ~ understanding how others feel. Using the NSPCC's definition of bullying as 'behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. <u>It's usually repeated over a long period of time</u> and can hurt a child both physically and emotionally.' All staff are aware that should there be a repeated pattern of behaviour occurring then this should be reported to the Headteacher or Deputy Head. If children are having problems with their friendships, various staff are available to sit down with the children and help them sort their problems out, and develop strategies to deal with difficult situations
Where can parents/carers find further support?	Essex County Council provides details of its SEND provision to parents and carers of children with SEND on its website. www.essex.gov.uk You can find out more about the Essex local offer here www.essexlocaloffer.org.uk/

	Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services. Useful websites: Contact a Family ~ www.cafamily.org.uk Gingerbread ~ single parenting support: www.gingerbread.org.uk Essex Parent Support for Down Syndrome ~ www.extra21.org.uk Support for Autism ~ www.autism-anglia.org.uk/
What is the complaints procedure?	The first point of contact should be your child's class teacher for issues related to class-based issues. If you wish to take a complaint further then you need to contact the Headteacher and follow the Complaints Policy. Our Complaints Policy is available via our school website or from the school office.
How can I comment on the SEND Information Report?	You are more than welcome to contact Tina Bourne, Headteacher or Hayley Pudney SENCo with any comments that you wish to make including useful websites that can be shared with other parents and carers.