



SHENFIELD ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Needs and Disabilities (SEND) Information Report

Ratified: Autumn 2026

Review due: Autumn 2027

Unlock every child's potential as a unique child of God

Ephesians 3.17-19

May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Welcome to Our SEND Report

This guide explains how we support children with Special Educational Needs and Disabilities (SEND) at Shenfield St Mary's. We want every child to feel happy, safe, valued, and confident as they grow.

This report is part of the **Essex County Council Local Offer**, which you can view at send.essex.gov.uk.

School Ethos for SEND

Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.

We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, 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 their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At Shenfield St Mary's Primary School we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount
- Providing a safe and supportive environment
- Having access to a wide range of teaching and learning strategies to suit their needs
- Preparing all children for their next stages of education
- Promoting independence and resilience as a learner, without over-reliance on adult support
- Identifying and addressing needs as quickly as possible
- Communicating their needs appropriately throughout the school
- Making effective use of all support services available to us wherever possible
- Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development for example, through attending meetings, Parent Teacher Consultation appointment, and following up on recommendations made with input at home.

The relevant school policies which underpin this SEN Information Report and can be viewed on our website are:

- SEND and Inclusion Policy
- Trust Complaints Procedure
- Anti-Bullying Policy
- Equal Opportunities Policy
- Child Protection Policy

All policies can be found on our website <https://www.shenfieldstmarys.co.uk/policies/> **identify,**

What kinds of Special Educational Needs and Disabilities (SEND) do we provide for?

In line with the SEND Code of Practice, we support the four broad areas of need:

Communication and Interaction: Autistic Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN).

Cognition and Learning: Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.

Social, Emotional and Mental Health (SEMH): Anxiety, Depression, Attention Deficit Hyperactivity Disorder (ADHD), and attachment needs.

Sensory and/or Physical Needs: Hearing impairments, visual impairments, and physical disabilities requiring fine/gross motor adjustments.

How We Identify and Assess Pupils with SEND

The school recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age.
- Require provision different from or additional to that which is normally available to pupils of the same age.
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school.

This is defined in the *Special Educational Needs and Disability Code of Practice: 0-25 years (2015)*. The school makes provision in accordance with the *SEND code of practice (2015)*; *The Equality Act (2010)*; *The Special Educational Needs and Disability Regulations (2014)* and the *Children and Families Act (2014)*.

Early identification of SEN and early intervention are the key to ongoing success for our pupils. Our staff are trained to look out for specific classroom behaviors and functional presentation of need across four main areas. For example:

- Learning and Processing Needs: A child might struggle to retain multi-step instructions, show a significant gap between their verbal ideas and written work, or work at a much slower pace than peers despite high effort.
- Communication and Interaction Barriers: A child may struggle to follow classroom routines, find it difficult to understand social cues during group work, or experience intense frustration when trying to express their ideas.
- Sensory and Physical Triggers: A child might become visibly overwhelmed by standard classroom noise/lighting, show signs of physical fatigue, or struggle with the fine motor skills needed for writing and using tools.
- Emotional and Regulation Needs: A child may show sudden shifts in mood, struggle to transition between activities, withdraw entirely from peer interactions, or require frequent "movement breaks" to stay regulated.

We place high importance on speech, language and communication needs and see these as fundamental skills for learning. Therefore, during the Reception Year all pupils are assessed, and where there are concerns, offered a referral to the NHS Speech and Language department for further assessment.

In Key Stage One and Two we assess children's progress against national and age-related expectations. We use Insight to track and monitor that all our pupils make progress in line with, and above, their starting points. Data (uploaded onto Insight) is reviewed on a termly basis during pupil progress meetings with the Head of School and the class teacher. During these meetings children are identified and discussions such as 'What has worked?' 'What hasn't worked?' 'What is the next step/plan to support the child?' 'What gaps need to be filled?' 'How can we fill the gaps?'

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers and pupils
- Use assessment tools and materials
- Use observations
- Consult with relevant external agencies (if available)

We always value parent insight. If you have concerns, your first point of contact is always your child's class teacher.

A Need-Led Approach: Regardless of any medical diagnosis, support is put in place in response to a child's functional barriers to learning and participation in school life. Our goal is always to secure practical, actionable classroom strategies to remove barriers.

How We Adapt the Curriculum and Learning Environment

We are committed to ensuring that children and young people with SEN are enabled to engage with activities available with children in the school who do not have SEN. The school has a range of equipment to ensure access to both the curriculum and the school site.

Adaptive Teaching: Teachers adjust lesson pacing, text complexity, and output expectations so every child accesses the mainstream curriculum or their individual curriculum goals.

Physical Accessibility: In accordance with the *Equality Act (2010)*, we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. Our site includes level ground floor or ramp access, wide doorways, disabled bathroom facilities, and sound-field amplification systems in Key Stage 1 classrooms.

Specialist Equipment: We provide specialized seating, writing slopes and aids, colored overlays, and portable digital devices tailored to individual recommendations. FM systems for our hearing impaired pupils are provided by the LA but are the responsibility of the school. The school link Hearing Impaired Specialist Teacher visits the school to ensure all the equipment is working correctly and can be contacted if equipment fails.

Graduate Approach:

We follow a graduated response to identify, assess, and support pupils based on their functional needs. At all stages support is fluid and responsive to need. High quality, inclusive teaching which is adapted for individual pupils, is always seen as the first step in responding to pupils who may have SEND.



We use Local and National Guidance to inform and support pupil's individual needs. These include Essex Ordinarily Available [SEND advice and guidance: Ordinarily Available \(OA\) | Essex Schools Infolink](#) and the Education Endowment Foundation [Primary | EEF](#). Such planning will mean that most pupils with SEN and disabilities will be able to study the full National Curriculum.

Children who have a diagnosis or who benefit from specific strategies used as part of everyday, high-quality teaching may have a Pupil Profile. This is a document outlines their strengths and needs and records the provision and strategies that work well to support them. Although they may not need ‘additional or different’ provision to that which is universally available, the Pupil Profile ensures that all school staff are aware of their needs and how best to support them.

Stage 3: SEN Support

Where the class teacher identifies that high quality teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCO. If the child requires support which is 'different from and/or in addition to' our adapted curriculum they are identified as being having SEN Support. After discussion with parents/carers and where appropriate the child, a One Plan is developed with individual targets and strategies to work towards achieving them. This could mean additional work in a small group or on a one-to-one basis to carry out specific interventions. The SENDCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support. This cycle of assessment, planning, implementing and reviewing outcomes is undertaken termly for all children supported with a One Plan.

As part of the **Assess-Plan-Do-Review** cycle we will:

- **Assess** a child's special educational needs. This may include assessment by the teacher, SENDCO or observations and assessments carried out by external agencies.
- **Plan** the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher, with support from the SENDCO and external advice where appropriate. Outcomes are discussed and agreed at One Planning meetings with parents/carers and the child (where appropriate). A **One Plan** (also known as a Learning Plan) is created which describes the child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process. We encourage the children to take ownership of their outcomes and talk openly about what they want to achieve and how they want to achieve it.
- **Do** what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- **Review** the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child termly, looking at progress towards targets and next steps. We capture the child's voice at all stages in the process by encouraging them to share what helps them learn, what they find tricky and what they are proud of.

A child who, despite having extra provision is still failing to make significant progress, may be identified as having Higher Needs. Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Specialist teacher visits (Inclusion Partner liaison)
- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- Child & Adolescent Mental Health Services (CAMHS)
- Specialist Community Health Visitor involvement
- Assessments and monitoring to ensure appropriate intervention and access to learning

If a parent/carer wishes to appoint a therapist privately we encourage parents to share the specialist's findings with the school. It is not common practice for private agencies/therapists to pass on their reports directly to schools.

It is not the school's role or practice to diagnose specific conditions, but we may be able to assist with further support and signposting.

Stage 4: Education, Health and Care Plan (EHCP)

A small percentage of children with significant and/or complex needs may require an assessment that could lead to an **Education, Health and Care Plan**. An EHCP assessment would be carried out where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. Yearly outcomes are agreed at an Annual Review meeting for pupils with an EHCP and these are broken-down into termly outcomes that are reviewed as part of the One Planning process. Essex LA has a legal duty to secure the special education provision in Section F of a child's EHCP.

Inclusion Base for Pupils with Severe Learning Difficulties

As part of our Trust we have access to Inclusion Base Provision for pupils with Severe Learning Difficulties (SLD). The Inclusion Base (called Stepping Stones) is based at Ingatestone Infant School. The provision offers a highly adapted curriculum, specialist teaching approaches and increased levels of support to enable pupils to access learning and achieve positive outcomes. Stepping Stones has clear admission criteria and pathways for access. Where it is identified that a pupil's needs may be best met through this provision, discussions will take place with parents/carers and relevant professionals to determine whether the child meets the agreed entry criteria. Any decision regarding placement will be made collaboratively, ensuring that the provision is appropriate to the individual child's needs and supports their learning, development and wellbeing.

Transition between phases of education

The school works closely with parents and other schools to ensure that transition meets the needs of the pupils in our care. A number of strategies are in place to enable pupils' effective transition into our school and on to secondary school. Pupils may require individual adaptations, additional support or a different approach. We tailor transitions to meet the needs of the child.

Starting School: A planned induction programme is delivered in the summer term to support transfer for pupils starting school in September. Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The SENDCO meets with all new parents of pupils who are known to have SEN to allow concerns to be raised and perceived challenges to be anticipated prior to entry. Home visits and stay-and-play sessions for nursery/reception entrants with identified needs can be arranged.

Moving Between Years: If pupils are transferring from another setting, the previous school records will be requested immediately, and a meeting set up with parents to identify and reduce any concerns. The child is invited to "Meet the new teacher" sessions and transition visits.

Moving to Secondary School: To support transition to Key Stage Three, secondary schools provide several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND and identified on the secondary school's websites. The Annual Review in the autumn term of year 6, for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate. Extended transition visits, multi-agency handover meetings, and tailored transition projects with local secondary SENCo teams are all part of the transition planning for pupils.

Support for Emotional Wellbeing and Social Development

At St Mary's our work is underpinned by our school values:

FORGIVENESS - TRUST - RESPONSIBILITY - RESPECT - THANKFULNESS - JUSTICE - HUMILITY

The children have opportunities to contribute and share their ideas as part of the school council. They learn about democracy, working as a team and supporting their peers. We have a positive approach to managing behaviour with class reward systems, in daily worship and assembly including a school values and a celebration assembly every week to mark the academic, sporting and social achievements of the children.

Where children struggle to regulate their emotions and/or social development we can implement additional interventions, including SMART Thinking and Zones of Regulation. In addition to this, we make successful referrals to Kids Inspire to deliver therapy sessions to some of our high priority children. We work in partnership with a wide range of external agencies to access advice to support the emotional and social development needs of our children. This includes educational psychologists, occupational therapists, speech and language therapists, school nurses, NHS Emotional Wellbeing and Mental Health Service (EWMHS,) social services, medical professionals and the Families First team. We work with the Multi Schools Council to develop resilience skills. Mrs Cox is our Wellbeing Worker, she works in school for five hours per week offering mentoring and support to focus pupils. We are also able to make referrals via the school nurse service to Clare Baker, Healthy Families Support Worker, who can work for 6 sessions with pupils on a specific focus area.

Arrangements for pupils with SEN undertaking tests

Where a child is able to access the year 6 SATs tests, a number of additional arrangements can be requested by the school to the DfE following specific criteria. School are required to provide information that the requested access arrangements reflect the child's persistent, documented normal way of working within the classroom. The criteria is needs-based (requiring evidence of a functional, day-to-day barrier to learning), not diagnosis based (formal clinical diagnosis and/or recommendations within a diagnosis report does not automatically qualify a pupil for exam arrangements). The decision to allow access arrangements is made by the Department for Education (DfE) Standards Testing Agency (STA) and communicated back to the school. Access Arrangements might include:

- Additional time
- Rest breaks
- A reader
- A scribe
- Adapted papers

Evaluating the Effectiveness of Provision

We evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school we carry out 'Triangulation Monitoring' lesson observations, book looks and pupil perception. We also carry out pupil and parent surveys which cover the quality of teaching and learning and SEN provision. Feedback is used to inform future planning. The governing body reviews SEND data, attendance, and exclusion metrics alongside progress outcomes 3 times a year. Interventions are costed and measured for impact at the end of each term. Termly target-setting meetings ensure that the child and their parents/carers co-create meaningful, non-academic and academic outcomes.

Who to Contact in Our School

- Inclusion Lead and Head of School: Mrs E Bundy (Overall strategic oversight of SEND provision)
- SENCo (Special Educational Needs Coordinator): Mrs. Hannah Jones (Day-to-day operation of the SEND policy)

- SEND Governor: Mrs S Vohmann (Challenging and monitoring school provision)

Brentwood Collaborative Partnership Shenfield St Mary's is a member of the Brentwood Collaborative Partnership (BCP) whose purpose is to share experience and expertise of SEND across the membership schools. By pooling our resources, we are able to provide access to SEND experience as listed in our current directory. In addition to these services all schools within the BCP have access to the help and advice of the SEND team at the Endeavour School and Grove House (Special Schools). They are able to provide training and advice for staff and parents as an outreach service to our school.

Where can I find the Local Authority's Local Offer?

Essex Local Authority's Local Offer outlines the services, therapies, and support available across our region. You can access our local framework directly via the [Essex Local Authority SEND Portal](#).

Behaviour and Pastoral Group (BAP) – Mrs Bundy (Head of School) is the primary representative for this local group of Secondary Brentwood schools, who meet half termly to discuss and share resources linked at safeguarding and behaviour.

Pupils and Parents/Carers

The school is committed to working with parents to ensure the needs of our pupils are met. Building relationships with parents and carers is a key part of our working practice. Parents may access professionals in the school at any point through email, telephone conversations and arranged meetings. Parents are able to discuss issues with teachers informally after school, at two formal parents' evenings and an informal celebration evening.

Parents/carers of children and young people with SEN Support will have contact from the school termly to ensure that their child's progress is understood and the ways to support their child are decided and clear. We encourage parents to contact the school at their earliest convenience if they have any questions or need some information.

Our pupils are at the heart of what we do and we ensure that their voice is paramount in what we do with and for them. We use a range of techniques to enable our students to tell us what their issues are and the best ways we can help and support them. Meetings with the SENDCO are based around person centred techniques, meaning that the child's views are listened to and valued.

There are many other agencies that parents can access for support, including:

Essex Local Offer [New Essex Local Offer website](#) | [Essex County Council](#)

SNAP www.snapcharity.org 01277 211300

Local GP Surgery

Local Library

Larchwood Gardens Family Hub 0300 247 0013

Brentwood Healthy Family Team 0300 247 0013

Families in Focus [Families in Focus](#) | [Courses for Parents, Hertfordshire](#)

Children's Integrated Therapies www.nelft.nhs.uk/services-essex-childrens-integrated-therapies 0300 300 1555

InterAct www.interact.org.uk/about/about-us 01245 608201

SENDIAS [SENDIASS Home - Kids](#)

What should I do if I have a complaint about my child's SEN provision?

We endeavour to ensure that our service to parents and pupils is the best we can provide. However, if you feel this is not the case we operate an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding. If you feel your child's needs are not being met, please follow these steps:

1. Discuss the issue directly with the Class Teacher.
2. If unresolved, schedule a formal meeting with the SENCO (Mrs Jones).
3. If further action is required, escalate to the Head of School (Mrs Bundy).
4. Formal complaints can be submitted via the school's Complaints Policy, which will involve the Governing Body.
5. In the unlikely event that the matter is not concluded, the MEAAT complaints procedure can be read on the school website, or a copy is available in the school office on request.