SEND INFORMATION REPORT

2026-2027

Compass Partnership of Schools SEND Information





Click this symbol to come back to this page on any slide.

SEND NEEDS

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015).

There are four main areas of need.

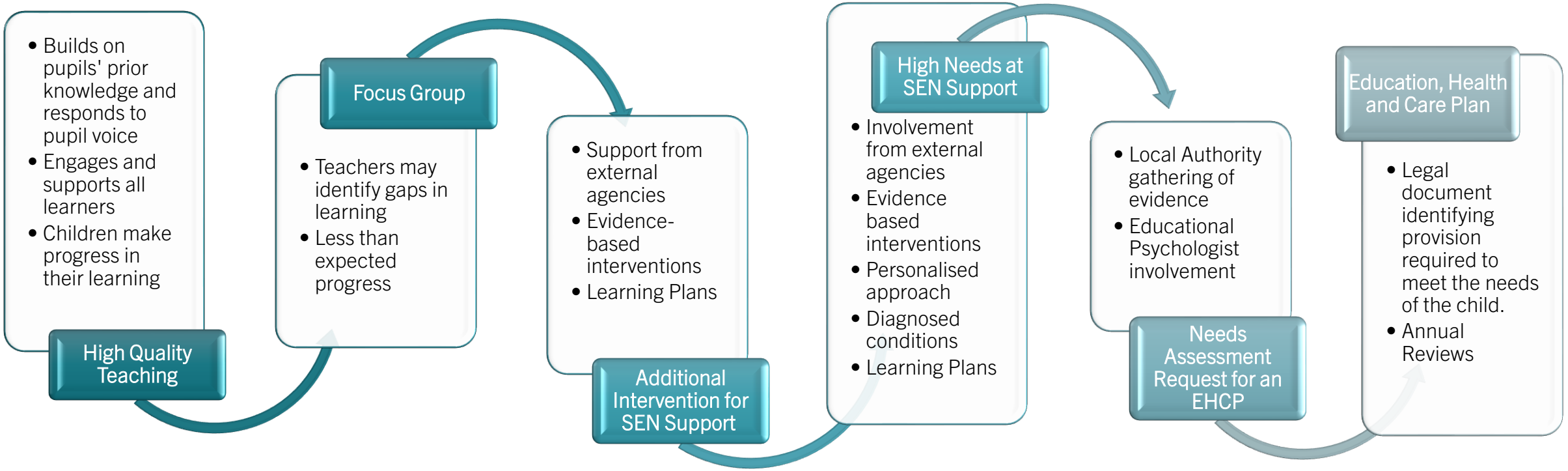
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical



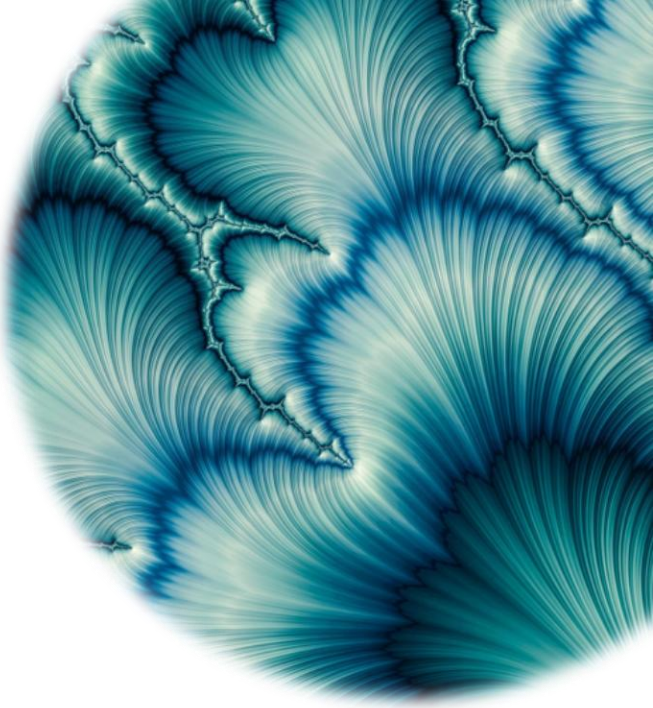
All staff within Compass Eko Trust receive training specific to a variety of Special Educational Needs and Disabilities. Each pupil in the school has access to high-quality teaching within the classroom. Some children may need extra support that is "*additional to and different from"* their peers (SEND Code of Practice 2015, 6:15). In these cases, they may be placed on SEN support. Provision will be created for them, which will be linked to the graduated approach of assess, plan, do, and review. For those who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.

IDENTIFYING SEND

When teachers consider that there are indicators that a child may have special educational needs, they will share this with parents and carers and the SENCo. Once this information has been shared, additional provision or intervention may be provided to meet the child's needs through a graduated approach.



CHILDREN WITH SEND



SEN Support

Education, Health and Care Plans

WORKING TOGETHER



We recognise that parents/carers play an integral role in the progress of their child, and we work hard to foster a strong working relationship.



Parents and caregivers are invited to attend meetings, Annual Reviews, school activities, and events to celebrate and review their child's progress.

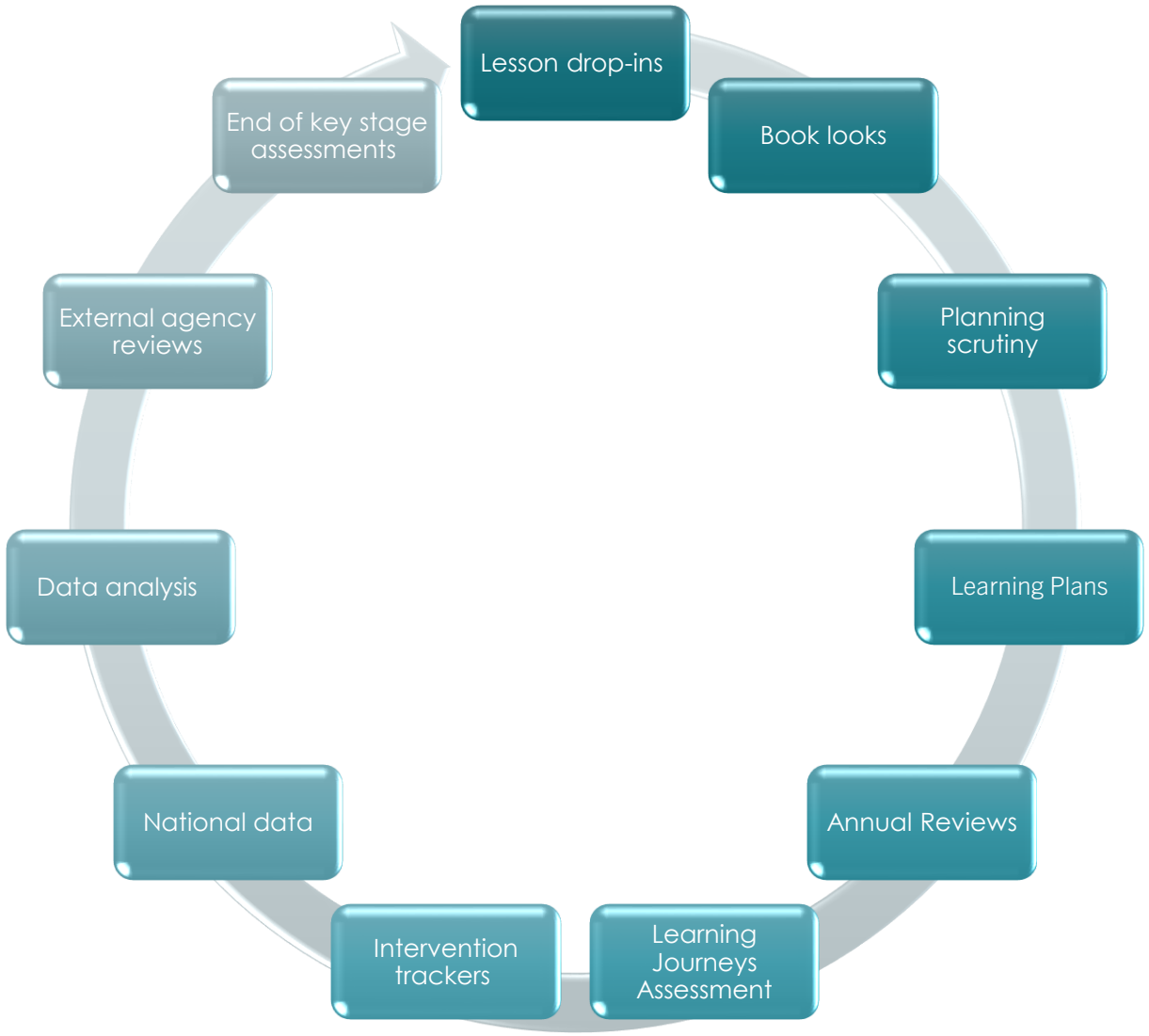


Parents/carers are encouraged to contact the class teacher in the first instance if they have any concerns and the class teachers will refer to the relevant support internally or externally.



Children express their views, thoughts, and feelings through their School Council representative, meetings, annual reviews, and pupil voice initiatives.

ASSESSMENT AND REVIEW



A range of assessment tools are used to identify areas of need and measure progress. Some children may have specific assessments based on their area of need.

Parents will have regular opportunities to meet with teachers to discuss their child's progress.

Children who have EHCPs will also have an Annual Review, which is shared with the families and Local Authority to measure progress against the outcomes identified in their EHCP.

The provision for children with Special Educational Needs and Disabilities (SEND) is regularly reviewed and monitored.

APPROACH TO TEACHING AND LEARNING

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014: 6.36]

We ensure all children have access to high quality teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs.

Some children may require a personalised approach including a personalised curriculum, personalised timetable or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle which will review progress against agreed outcomes and inform our graduated approach of assess, plan, do, review. Some children will require an Education, Health and Care Plan.

ADAPTATIONS

We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are supported to take part in activities alongside their peers. We make reasonable adjustments to our curriculum and learning environment to ensure all children can achieve their potential.

Adaptions could include; personalised timetables and curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment such as large print dictionaries, visual cues and aids, staff support and evidence-based interventions.

Adaptions for the physical environment may include; accessible toilets, hygiene suite, changing table, high visibility marking on steps, double doors in some areas of the building, fire evacuation chairs, lifts and ramps.

THE WHOLE CHILD

- We have high expectations of children with Special Educational Needs. We ensure that they *"achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*" (Code of Practice 2015, 6.1).

- We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure **"***All pupils should have access to a broad and balanced curriculum"* (SEND Code of Practice, January 2015: 6.12) are:

    - a graduated approach linked to assess, plan, do, and review;
    - high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
    - provision which is 'additional to and different from';
    - targeted evidence-based interventions; at times, adult support if the school decides it is appropriate; liaison with outside agencies.

WELLBEING

- We help children to recognise their emotions and develop strategies to self-regulate.
- We use emotion coaching and a restorative approach to resolve conflicts.
- We have a pastoral team and a Learning Mentor.
- Our Senior Mental Health Lead is Amanda Garner



INCLUSION TEAM

WE HAVE A TEAM OF SPECIALIST TEACHING ASSISTANTS AND LEARNING MENTORS AT NOTLEY GREEN PRIMARY SCHOOL.
ALL MEMBERS OF STAFF CAN BE CONTACTED ON 013763 343485

Mrs Laura Christian

- SENCo

Mrs. Rachel Reid

- Pastoral Care Manager

Mrs. Claire Gordon

- Learning Mentor

C&D

Independent Speech and Language Therapy



ADDITIONAL OPPORTUNITIES

We have high expectations of children with special educational needs. We ensure that they *"achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood"* (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- Inclusion in all activities/curriculum; after school clubs;
- Classroom and whole school responsibilities;
- School residential visits;
- Adult or peer support as necessary to help children access all areas of the curriculum;
- Enrichment day activities;
- Weekly class learning forums.
- Transitional support from pre-school to notley green and from notley green to secondary

TRANSITION



Any change or transition will be carefully considered and managed to ensure that the needs of each child are met.



When children transition between classes, they will visit their new classrooms and meet their new teacher. Some may require extra support during this transition, which could include additional visits, social stories, photos, or transition packs.



Children sometimes transfer to a different school, and we will work with the new school to ensure a smooth transition. For those with an Education, Health, and Care Plan, the Local Education Authority typically consults directly with the school.



We will work closely with families and other educational settings to ensure smooth transitions that meet the needs of children.

EXTERNAL AGENCIES

We work closely with external agencies to support children. Please click on the links to find out more.

Wellbeing and mental health

- Educational Psychology Service
- CAMHS

Speech and language support

- C & D Independent Speech and Language Therapy

Community Pediatrics

- Pediatricians
- Occupational Therapy
- Physiotherapy

Social Care

- Family and Adolescent Support Service (FASS)
- Social workers

Specialist Teachers

- Sensory Service - Visual & Hearing impairments
- STEPS Literacy and Mathematics Support
- ASD Outreach

School Health Team

- School Nursing
- Health Visitors

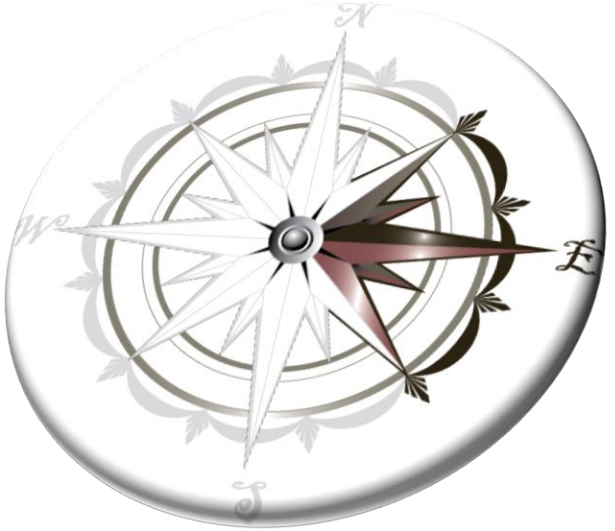
Medical Professionals

- Specialist Consultants
- General Practitioners

COMPLAINTS AND POLICIES

Our policies and provision

- The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focusses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.
- A range of our school policies are available on our website or we can provide copies on request.
- Please see the following documents:
  - Special Educational Needs and Disability Policy
  - Equal Opportunities Policy
  - Accessibility Plan



Essex Local Offer

- The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- Essex Local Offer: Special Educational Needs and Disabilities (SEND) Local Offer | Essex

Complaints

- Please refer to the school's complaints policy.

"They said he wouldn't,
but he did. They said
he couldn't, but he can.
They said he won't,
but he will."

