

Special Educational Needs and Disabilities (SEND) Information Report

North Primary School



Inclusion Team

SEND Governor:

Mrs J Blackwell

SENCO:

Mrs T Zoltan

Contact No. 01206 574225

admin@north.essex.sch.uk

Last Reviewed: September 2025

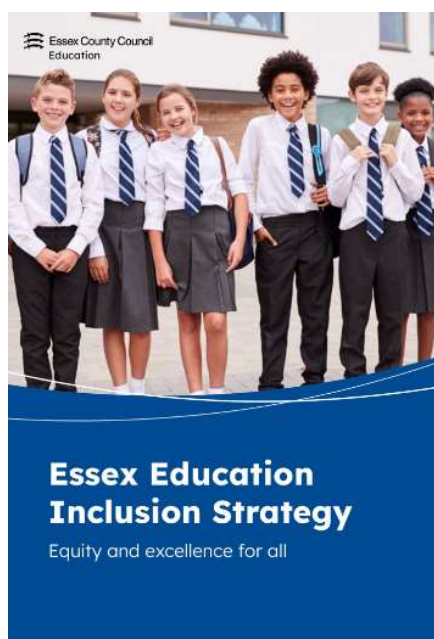
Contents

1. What types of SEND does the school provide for?	4
2. Which staff will support my child, and what are their key responsibilities?	5
3. What should I do if I think my child has SEND?	6
4. What happens if the school identifies a SEN need?	7
5. How do you support pupils with SEND?	7
6. How will I be involved in decisions made about my child's education?	7
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	9
9. How will the school evaluate whether the support in place is helping my child?.....	10
10. How will the school ensure my child has appropriate resources?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	11
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	11
13. How does the school support pupils with disabilities?	12
14. How will the school support my child's speech, language and communication development?	12
15. How will the school support my child's cognition and learning development?	13
16. How will the school support my child's mental health and emotional and social development?	13
17. How will the school support my child's sensory and/or physical development?.....	14
18. What support is in place for looked-after and previously looked-after children with SEND? .	14
19. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	14
20. What support is available for me and my family?	15
21. What should I do if I have a complaint about my child's SEND support?	16
22. Glossary	16

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at North Primary school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Essex Inclusion Strategy



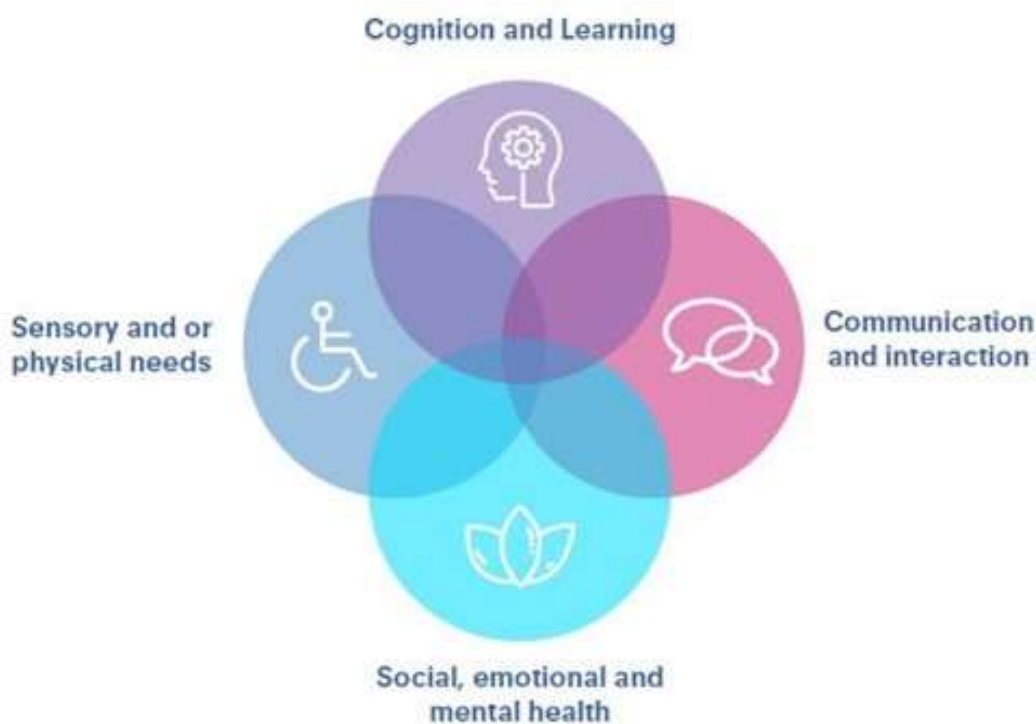
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [North Primary School and Nursery ~ A town centre school with a strong community ethos](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).



Special educational needs and disability code of practice: 0 to 25 years

Statutory guidance for organisations
which work with and support children
and young people who have special
educational needs or disabilities

January 2015

[SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)
([publishing.service.gov.uk](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf))

2. Which staff will support my child, and what are their key responsibilities?



At North Primary all staff are responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Our Special Educational Needs Co-ordinator, or SENCO

The Special Educational Needs Co-ordinator (SENCo) is Mrs Tracy Zoltan. She is a qualified teacher and holds the National Award for Special Educational Needs as well as being designated Mental Health Lead. She is part of the Senior Leadership Team of the school and a trustee for the Child First Trust charity.

Class/subject teachers

Class teachers are responsible and accountable for the progress and development of all of the pupils in their class, including those with SEN. The SENCO provides professional guidance to class teachers, as needed.

Learning Support Assistants (LSAs)

Class-based LSAs work in the Reception, Year 1 and Year 2 classes to provide support to all of the pupils in those year groups.

We have a team of LSAs, who provide SEN support and provision to our pupils with complex needs.

External agencies

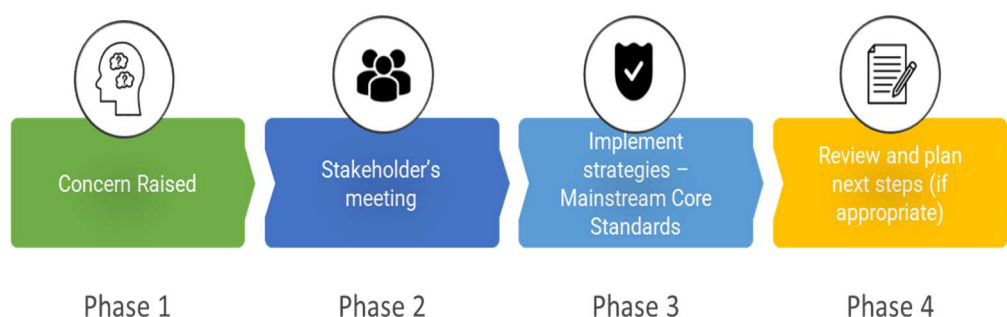
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Speech and language therapists (SaLT)
- Child and adolescent mental health services (CAMHS)
- Mental health support team (MHST)
- Educational psychology service (EPS)
- GPs or paediatricians

- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School nurses
- Specialist Teacher Service
- SEND Operations



3. What should I do if I think my child has SEND?



Phase 1	If you think your child might be experiencing difficulties, please share your concerns with your child's class teacher. Contact the school office on 01206 574225 to arrange a meeting.
Phase 2	The class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together you will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the Ordinarily Available: Inclusive Teaching Framework. A copy of this can be found here: Ordinarily Available: Inclusive Teaching Framework (PDF, 6.18MB) This document helps teachers plan their universal support and includes the latest advice and guidance on what helps pupils learn.
Phase 4	Where the additional support has been successful in meeting your child's needs, and removing barriers to learning, this process will conclude. Where concerns remain, despite high-quality, suitably differentiated teaching, a more detailed process of assessment may be needed to gain better understanding of your child's needs

4. What happens if the school identifies a SEN need?

Where a pupil continues to find it difficult to make the expected progress, despite high-quality teaching and implementation of the agreed strategies, the teacher will share this with the SENCO and seek their advice. We will contact you to discuss the possibility that your child has SEND, and the school will follow the person-centred graduated approach (assess, plan, do, review).

5. How do you support pupils with SEND?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	Where a pupil may have SEN and is not making expected progress despite high-quality, suitably differentiated teaching, there are a range of sources of information that we can use to help us to understand and know more about their SEND strengths and difficulties
Plan	In discussion with you, we will decide what outcomes we are hoping to achieve. We will discuss the support that we will offer your child to help them meet those outcomes. There may be additional things you can do, at home, to support your child, these will also be included in their plan. This is recorded and shared with you and all relevant school staff. This is often referred to as 'One Planning'. You can find out more about this here Make a plan of action to support your child Essex Local Offer
Do	Together, we will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	Once a term, we will meet to assess how well the support we have put in place has helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues or is concluded if the support has met your child's identified needs.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

We will invite you to parent-teacher meetings, to an Open afternoon and sessions such as 'Stay and Learn'.

Where a pupil has a One Plan there will be a termly meetings with a member of staff who know your child well to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the school office on 01206 574225 or admin@north.essex.sch.uk

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Review their One Page Profile with key staff
- Use a 'Talking Mat' or similar to support them to give their views
- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

- Complete a survey or provide feedback on how they feel about the support they have received.



8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt approaches to how we teach to suit the way your child works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Ordinarily Available Framework in the first instance.

These adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting teaching resources and providing access to additional resources to support learning and engagement, such as a wobble cushion or ear defenders
- Using recommended aids, such as laptops, visual timetables, first/then boards, larger font, etc.
- Where possible LSA and/or support staff will support pupils appropriately depending on their presentation of need
- Scaffolding lesson materials

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child in a variety of ways, including:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

We aim to ensure that resources are allocated to support appropriate provision for all pupils, within budget constraints. The budget is regularly reviewed and the school ensures all money for SEN pupils is allocated accordingly.

Support resources may include:

- Additional resources to support their learning
- Adaptations to in-class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. In some cases, pupils will require a more personalised curriculum to support their identified needs.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Weymouth in Year 6.

All pupils are encouraged to take part in all aspects of school life, including sports day, school plays, visitor events, special workshops.

No pupil is excluded from taking part in these activities because of their SEN or disability. We use our best endeavours to make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Admissions are dealt with by School Admissions Department at County Hall.

The admission arrangements for all children are in accordance with national legislation, including the Equality Act 2012. This includes children with any level of SEND; those with EHCP and those without. The school will work in conjunction with parents/carers and Essex Country Council to identify where need can or cannot be met within our provision.

Where we are notified that a prospective pupil has a disability or SEN we will endeavor to contact the child's parents to find out more about this, so that we can ensure there is the right support in place, before the child starts. For pupils who are joining us from a pre-school setting we will make links with that pre-school setting to arrange visits to see the

child, in that setting and learn more about them, to support a positive transition to North primary.

13. How does the school support pupils with disabilities?



Where a child has a physical or mental impairment that has substantial and long-term adverse effect on their ability to carry out normal day-to-day activities we would consider their SEND in conjunction with the Accessibility Plan, available on the school website.

Where possible we will make all reasonable adjustments, so long as those do not negatively impact upon the education of others, to ensure that all children within the setting, including those with physical disabilities can access the full breadth of the curriculum that is offered.

For children with complex SEND or physical needs this may require safety planning and risk/benefit assessments to ensure that it is safe for them to partake in all activities.

Please see our Accessibility Plan for more information [Policies ~ North Primary School and Nursery](#)

14. How will the school support my child's speech, language and communication development?

Interventions for Speech Language and Communication Needs:

- Speech and Language plans from Speech Therapists
- Core Boards
- Picture Exchange Communication System (PECS)
- Talk Boost
- Black Sheep intervention
- Barrier Games intervention
- Language for Thinking intervention
- Attention Autism communication programme
- Speech and Language intervention
- Social Stories
- Visual timetables and enhanced use of visuals
- Makaton

15. How will the school support my child's cognition and learning development?

Interventions for Cognition and Learning Needs:

- Visual timetables and visuals for sequencing events
- Now and Then boards
- Task organisers
- Colourful Semantics
- Precision Teaching approach
- The 'Power of 2' maths interventions
- Numicon
- Plus 1 maths intervention,
- Cued spelling
- Paired reading
- Echo reading
- Individual reading sessions
- Pre-teaching
- Overlearning

16. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Zones of Regulation intervention
- Regulation plans
- Brilliant Books
- Individual reward charts
- Emotional Literacy intervention
- SMART thinking intervention
- Summit programme
- Therapeutic support.

17. How will the school support my child's sensory and/or physical development?

We provide support in the following ways:

- Sensory circuits
- Intimate care plans and toileting support
- Fine Motor Skills intervention
- Gross Motor Skills intervention
- Teodorescu Handwriting Programme,
- Sensory resources
- Brain breaks and Body Breaks
- Noise-reducing headphones
- Wedge cushion
- Fidgets

18. What support is in place for looked-after and previously looked-after children with SEND?

Karen Jacobs is the designated teacher for Children in Care. She will work with Alan Garnett, our Headteacher and Tracy Zoltan, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications there are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

19. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- provide designated time for your child's current teacher and the next year's teacher to meet together to share information about effective support
- Offer a transition booklet, as needed

- Arrange additional visits to the new classroom and opportunities to interact with their new teacher/teaching team the term before the new school year

Between schools

When your child is moving on from our school, we will share the SEN records and information we have about your child, to help provide a consistency of support across the two settings

Moving on to secondary school

Once we know which secondary school your child will be attending, we invite the SENCO from that school to join us for a One Plan meeting in the Summer term. This will give us the opportunity to discuss the needs of your child and the type of additional support they receive.

Pupils will be prepared for the transition to secondary school by:

- Attending induction day/s at their new school
- Learning how to get organised independently
- Plugging any gaps in knowledge



20. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's local offer. Essex publishes information about the local offer on their website:



[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is:



[Essex SEND - Information, Advice and Support Service](#)

Local charities that offer information and support to families of pupils with SEND are:

- Families in Focus
- [Snap Charity](#)

National charities that offer information and support to families of pupils with SEND include:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

21. What should I do if I have a complaint about my child's SEND support?

If you have a complaint, this should first be discussed with the class teacher who will listen to the issues and address them where appropriate.

If you feel your complaint has not been resolved, please make an appointment with a member of the senior leadership team.

If you still want to complain please see our complaints policy which can be found on the school website <http://northschool.org.uk/>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

22. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages