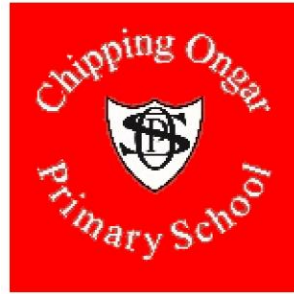


# **Chipping Ongar Primary School**



## **Special Educational Needs Information Report**

**September 2026 – August 2027**

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Be Respectful

Be Resilient

Be Responsible

## **Special Educational Needs and Disability Coordinator (SENDCO):**

Mrs Claire Hollingsworth-Turner

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The purpose of our Special Educational Need (SEN) information report is to outline the processes which structure our support for pupils with Special Educational Needs and Disabilities (SEND) and to provide an overview of the support your child will receive at Chipping Ongar Primary School, if they have SEND. This report describes what SEND provision looks like for children at our school.

### **1 Provision for SEND**

At Chipping Ongar are 4 categories of Primary School we provide additional or different provision for each of these areas, as defined by the SEND Code of Practice:

- *Communication and Interaction*; for example, autism or speech and language difficulties autism or speech, language and communication needs
- *Cognition and Learning*; for example, specific learning difficulties such as dyslexia or moderate learning difficulties across the curriculum
- *Social, Emotional and Mental Health*; for example, Attention Deficit Hyperactivity Disorder (ADHD) or anxiety
- *Sensory and/or Physical needs*; for example, hearing impairment or sensory processing difficulties

Chipping Ongar is a mainstream school and can meet the needs of many different types of pupil. However, there will be a small cohort of pupils who require specialist provision in a special school or expertise beyond that of mainstream staff. If we feel considering specialist provision is in the best interests of your child, we will discuss this with you.

### **2. Identifying Pupils with SEND and identifying their needs**

At Chipping Ongar, our class teachers monitor all of 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 next steps, and will seek advice from our SENDCO. This may happen at our regular parents meetings or at additionally scheduled times. 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 in a range of ways.

### **3. Consulting and involving pupils and parents**

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 to formulate a One Plan for the child. We will formally notify parents when it is agreed that a child will receive SEN support through our regular One Plan review and sharing cycle.

Children are placed on the school SEND register when:

- They have an EHCP
- They have a One Plan
- They have a plan (with targets and strategies to follow in school) written by an external professional, such as a speech and language therapist or physiotherapist

### **4. Assessing and reviewing pupils progress towards outcomes**

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 SENDCO. This assessment may be informal or formal depending on the type of need and developmental stage of the pupil.

- *Plan:* The teacher and the SENDCO 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 daily. 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.
- *Review:* The SENDCO 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. 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 SENDCO, 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.

## **5. Supporting pupils moving between classes, phases and preparing for adulthood**

We recognise that moving on can be difficult for all children, but especially for a child with SEND 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 SENDCO 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, through planned transition meetings.

Children are supported with transitions in a range of ways, which vary depending on their needs. This may include the use of social stories, extra time to visit a new classroom, or the creation of activities which move with them from old class to new.

If your child is transferring to Chipping Ongar and you feel they may have special educational needs, please indicate this on their admissions paperwork and we will get in touch. You are also welcome to contact the SENDCO (via the school office) to initiate any discussions ahead of admission.

## **6. Our approach to teaching pupils with SEND**

Teachers are 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 pupils who have SEND. Teachers will plan for adaptations to lessons, so that they are accessible to pupils with SEND.

## **7. Adaptations to the curriculum and learning environment**

Children at Chipping 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, and may also involve the following:

- Specific support from other staff in school.
- Specific support from professionals that visit the school from Local Authority or NHS and NHS teams. Access to these professionals varies between services and specific referral criteria and pathways are followed., If the SENDCO or class teacher feels your child needs support from agencies outside of school, parents will be consulted, and permission will be sought before these professionals are contacted.

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 is fully involved with the learning in class. 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 SENDCO or external agencies to enable your child to access the learning task.
- rparticularly challenging. so your child has the opportunity for supported practice of skill

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

- *Intervention Groups*

At Chipping 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 gaps in their understanding of English, Maths or in their social and emotional development 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 activities. Your child's teacher will have carefully checked your child's progress and will have decided that your child has a gap in their understanding or learning and they therefore need some extra support to close the gap between them and their peers. The professional delivering small group support will do this using the teacher's plans, or a recommended programme.

- *Speech and Language, physiotherapy, occupational therapy and other support*

Some children with SEND may be referred to the access the above NHS services. This referral will always be discussed with parents in advance and can only be submitted with parental permission.

Individual or small group therapy sessions may then be delivered by a Learning Support Assistant , in partnership with the class teacher.

## **8. Education Health Care Plans (EHCPs)**

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 SENDCO, other agencies and parents and sent to the Local Authority. They will decide whether the child's needs are complex and significant enough for an assessment. If this is agreed, this will include the views of an educational psychologist and any other relevant professionals working with your child.

The Local Authority will then decide to either issue an EHCP or not. The EHCP will state a 'banding' which links to additional funding which will be used by school to implement the strategies and provision within the plan. At this point, you will have the opportunity to 'name' a school which you would like your child to attend, in order to receive the provision within the plan. This may be Chipping Ongar, another mainstream school or a specialist provision. The Local Authority are responsible for agreeing suitable provision with you.

The EHCP 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 parents and school, at a meeting known as an annual review. If it is felt that mainstream schooling is no longer appropriate for your child, an annual review can be called at any time so that this request can be made to the Local Authority.

Admissions to secondary school for children with EHCPs are made through your child's Year 5 annual review

## **9. Support for children with medical needs**

Our 'Supporting Children with Medical Needs' policy outlines our approach to meeting medical needs and can be found on our website.

## **10. Expertise and training of staff**

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.

## **11. Equipment and facilities**

Our school is accessible to children with physical difficulties through:

- Ramps and a disabled access lift in the hall
- Disabled toilet located in one of the hub areas
- A sensory room (known as the Acorn room), which provides a small space for emotional regulation away from the classroom
- However, it is important to note that internal access to the (lunch and PE) hall, and KS2 area, from the KS1 area, is only via a small set of stairs

We work closely with physiotherapists and occupational therapists, where pupils have been referred to these services by a medical professional. We may also refer children to these services, in partnership with parents, if needed. We will follow the guidance of these professionals, and they will support the school in identifying and procuring specialist equipment.

## **12. Evaluating the effectiveness of SEN provision**

Your child's progress will be carefully monitored by the class teacher and SENDCO.

Every term you will be invited to a One Plan meeting with your child's class teacher to inform you about how well your child is progressing. This review may take place at parents evening or in a separate meeting. 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 and Care Plan you will have a termly meeting with the class teacher and SENDCO. We use a child's EHCP to form the basis of their One Plan and it is these targets which will be reviewed at termly meetings. Once a year, we will hold a formal review (known as an annual review) of the Education and Health Care Plan to make any necessary amendments to the document, recognise progress and identify next steps.

## **13. Enabling SEND pupils to engage in activities**

Our extra-curricular activities are offered to SEND pupils on a case-by-case basis. The vast majority of these activities, visits and trips are suitable for all. There will be some occasions where pupils would not benefit from an activity or where participation would be unsafe for that pupil. On these occasions, a discussion will be had with parents ahead of the event, and an alternative in-school activity will be offered.

We host extra-curricular clubs and events hosted by outside providers. If a club is run by an outside provider, you would need to inform them about any specific needs your child may have.

All pupils are encouraged to take part in sports day/school plays/special workshops. However, in some situations, it may be detrimental for a child with SEND to take part, such as an event with many parents attending being overwhelming and distressing. This may also be the case, for example, with a child at earlier developmental levels or a child who struggles significantly to

maintain attention, not benefitting from attending multiple rehearsals for a class performance. If this is the case, we will discuss this with you and formulate an alternative plan, which may include some partial participation, or an alternative activity being planned. We will always work towards full participation but recognise that this is an individual process.

#### **14. Support for emotional development**

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 emotional/pastoral support/mental health first aid.
- Pupils with SEN are encouraged to be part of play/lunchtime games to promote teamwork/building friendships etc. This includes our nurture group.
- We have a zero-tolerance approach to bullying for all pupils and deal with any instances of bullying in line with our behaviour policy (available on our website).
- We offer further individual interventions and support where indicated by a child's One Plan.

#### **15. Working with other agencies**

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.

Other services working with the school could include:

- Inclusion Partner (provided by Essex Local Authority)
- Educational Psychology Service (provided by Essex Local Authority)
- Speech and Language Therapy (provided by the NHS)
- Occupational Therapy (provided by the NHS)
- Physiotherapy (provided by the NHS)
- School Nurse (provided by the NHS)
- Child and Adolescent Mental Health Service (CAMHS)
- Social care (provided by Essex Local Authority)

This service can be helpful for parents navigating SEND processes:

- Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS, provided by Essex Local Authority as a source of impartial advice and support for parents)

This list is not exhaustive and will change as local services change.

## **16. Essex's local offer**

Essex's local offer is published at: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

The local offer gives you information about education, health and care services for children with SEND in our area.

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

## **17. Exiting the SEND register**

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.

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 gradual approach. If a child is removed from the SEN Register, their progress will continue to be closely monitored by the school team.

## **18. Maple Class Enhanced Provision for SLD pupil**

At Chipping Ongar Primary School, we have an Enhanced Provision for children with Severe Learning Difficulties, known as Maple Class. Admission to this class is only through the local authority EHCP specialist panel process, and children in the mainstream school cannot be placed in this class without an

EHCP naming the Enhanced Provision as their placement. Being an existing pupil of Chipping Ongar does not confer any advantage in terms of admission to Maple class.

Children in Maple Class will follow individual programmes linked to a highly adapted curriculum, which is matched to their needs. They will also participate in activities or lessons with their mainstream peers, where this is relevant to their development and appropriate to them as individuals.

We hope this information has answered any queries you may have regarding SEN provision at our school but please do not hesitate to contact the school if you have further questions.

If you have any concerns or wish to make a complaint please email our school office on: [admin@chippinogngar.essex.sch.uk](mailto:admin@chippinogngar.essex.sch.uk) or refer to our complaints policy available on our website at <https://www.chippingongar.essex.sch.uk/>