

Ingatestone Infant School's SEND Information Report

"At our school we aim to provide the best possible education in a friendly, secure, and caring environment. We value the uniqueness of each child and seek to foster in them a love of learning, an appreciation of beauty and a consideration for others."

Our SEND Information Report provides details about how we support children and young people with special educational needs and disability (SEND) in our school and forms part of the Essex County Council local offer:

<https://send.essex.gov.uk/>

School ethos for SEND

We create a happy, caring community where everyone feels 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.



Admissions Policy – Our admissions can be viewed on our school website

<https://www.ingatestone.essex.sch.uk/attachments/download.asp?file=17&type=pdf>

All school admissions are dealt with by Essex County Council rather than the school. Parents will receive a 'Common Application Form' which must be completed and returned to Essex County Council by the closing date.

If your child is due to start primary school and has an Education Health Care (EHC) plan, they will be allocated a school place by the Statutory Assessment Service. Visit Essex Local Offer for more information about the service. If your child is being assessed for an EHC plan, you should still apply through the normal round of admissions.

All children take part in a comprehensive induction programme in the summer term before they start. This includes workshops for parents which provides an opportunity for parents to discuss any special needs with the Headteacher or SENDCO.

Reviewed and Edited September 2026

Next Review September 2027

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 (ASI) that 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).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

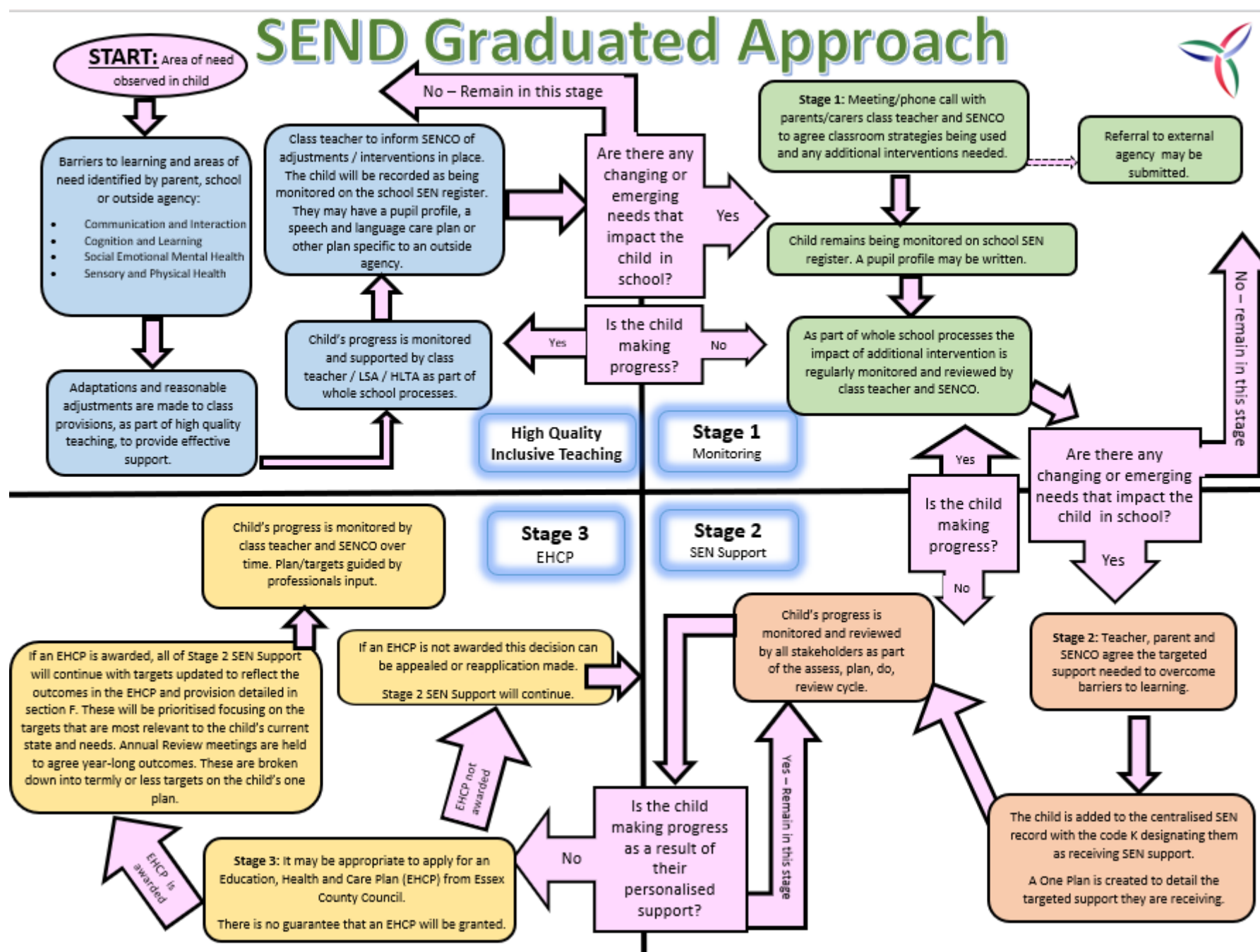
The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Identification and Early Intervention

Early identification of SEN and early intervention are the key to ongoing success for our pupils. Transition arrangements for children joining the EYFS are robust and support is put in place where additional needs are made apparent. We liaise with parents and pre-schools.

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)



Reviewed and Edited September 2026

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How we adapt the curriculum and learning environment for children and young people with SEN

Most children at our school will have their needs met through **High Quality Inclusive Teaching**. Teachers set high expectations for every pupil, regardless of prior attainment. Lessons are planned to address potential barriers to learning and include appropriate adaptations, scaffolding, intervention strategies and individual or group support. This enables most pupils with SEND to access the full National Curriculum.

Where a class teacher identifies that a child is not making expected progress through **High Quality Inclusive Teaching** alone, further observations and assessments may be undertaken in consultation with the SENDCO. This may lead to a period of **Monitoring**, during which strategies, adjustments and targeted interventions are reviewed to assess their impact.

If concerns remain and additional provision is required that is different from or additional to that ordinarily available in the classroom, the child may be identified as requiring **SEN Support**. Following discussion with parents/carers and, where appropriate, the child, a One Plan will be developed setting out individual targets, strategies and provision. This may include small-group interventions, targeted programmes or individual support to help the child work towards their outcomes. Parents/carers and the child's views are integral to this process, and One Plans are reviewed termly. We encourage children to take ownership of their outcomes and talk openly about what they want to achieve and how they would like to achieve it.

The SENDCO works closely with teachers and Learning Support Assistants to oversee provision and monitor the progress of pupils receiving **SEN Support**. A small percentage of children with significant, complex or enduring needs may require support beyond SEN Support. Where a child continues to experience difficulties despite targeted support and personalised provision, the school may, in partnership with parents/carers and relevant professionals, consider requesting an Education, Health and Care Needs Assessment (EHCNA). If appropriate, this may lead to an Education, Health and Care Plan (EHCP).

Staff at Ingatestone Infant School have experience of dealing with a wide range of specific learning difficulties. Staff members are encouraged to attend relevant CPD courses and feedback their learning to inform others where appropriate.

We currently work with Kids Inspire. This gives us access to counselling, and a variety of other services which can be tapped into according to need. We access this through a referral process alongside the parents.

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 may include:

- Specialist teacher visits (Inclusion Partner liaison)
- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Paediatrician involvement
- 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.

Reviewed and Edited September 2026

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Stepping Stones - Inclusion Base Provision

As part of our commitment to meeting a wide range of needs across our Trust, we have developed an Inclusion Base for pupils with Severe Learning Difficulties (SLD). 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.

Parent Consultations

Parents of children who are on our SEND list will be invited to 3 further One Plan meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. Further to this, parents of children who have an EHCP will also be invited to a yearly 'annual review' to review the progress made towards their child's EHCP outcomes and make any amendments necessary.

Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

- Share their views
- Self-assess how they are doing
- Attend meetings and help decide the support needed.
- Feedback and Review progress/interventions.

Specialist equipment and site adjustments

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. There are disabled toilets, ramps and writing aids. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SENDCO

Reviewed and Edited September 2026

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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.

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. 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 SENDCO and relevant staff visit pre-school settings of children with complex needs and liaise with key workers. Information will be shared in cases where our Inclusion Partner has had involvement with a pupil and family in their preschool setting. The SENDCO where needed, will apply for IPRA transitional/medical funding to support the transition and first terms in school.

Year 2 teachers and Learning Support Assistants support the transition of pupils going to the Junior School during the summer term. The SENDCO and key staff from the Junior School visit Ingatestone Infant School to discuss pupil needs. Copies of essential paperwork is transferred to the Junior School in the summer term prior to the child leaving. Additional transition visits are arranged to support individuals where needed.

How we evaluate the effectiveness of SEN provision

We evaluate the effectiveness of SEN provision through monitoring impact and pupil progress. As a school we carry out a range of monitoring including lesson observations, book looks and discussions with pupils. 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 SENDCO

SENDCO – Alice Murray

She is contactable in person by phone or email.

01277 352 803

amurray@mea-at.co.uk

School office

8.30 am – 4.15 pm Mon – Fri

01277 352 803

admin@ingatestone.essex.sch.uk



Alice has completed the National Award for SENCO Training and is a qualified teacher.

She plays a key role in school, regularly meeting with senior staff, teachers, LSAs, families, named governors and professionals. She identifies training opportunities and monitors the quality and impact of interventions.

Reviewed and Edited September 2026

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The Governing Body

The Governing Body (GB) demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive.

The specific SEND Governors role is to regularly support and challenge the SENDCO about the provision for SEND pupils. SEND Governor visits the SENDCO and reports back to the GB.

The Head Teacher also reports to the GB.

Brentwood Collaborative Partnership

Ingatestone Infant School 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 also able to provide training and advice for staff and parents as an outreach service to our school.

Working in Partnership with Families

Building relationships with parents 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 and at two formal parents' evenings. Parents/carers of children and young people with SEN will have contact from the school at least once per term 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.

The school is committed to working with parents to ensure the needs of our pupils are met.

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

Essex Local Offer www.essexlocaloffer.org.uk

SNAP www.snapcharity.org 01277 211300

FACE- Families Acting for Essex info@face-essex.org 01245 608231

Larchwood Gardens Family Hub 0300 247 0013

Brentwood Healthy Family Team 0300 247 0013

Families in Focus (Essex) www.familiesinfocus.essex.org.uk

Parent Partnership Parentpartnership@essex.gov.uk 01245 436036

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

The Children's Society East www.childrenssocietyeast.org.uk

Reviewed and Edited September 2026

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IPSEA www.ipsea.org.uk

The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual understanding and agreement.

A parent's first port of call is to arrange for a meeting with the class teacher. If necessary, they would then go to the SENDCO, after which, the matter progresses to the Head Teacher.

In the unlikely event that the matter is not concluded, the complaints policy is available on our website or available from our school office on request. <https://www.ingatestone.essex.sch.uk/>