

# Special educational needs (SEN) information report

Prettygate Infant and Junior School



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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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our schools' website at [www.prettygateschools.co.uk](http://www.prettygateschools.co.uk).

**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 SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Other areas including trauma and anxiety.
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms Bea Ford who can be contacted via telephone (01206 577608) or via the school's office email address.

Ms Ford has 4 years' experience in this role and has also worked as a Class Teacher across Keystage 1 and 2 prior to this since 2004. She is a fully qualified teacher and has achieved the national Award in Special Educational Needs Co-ordination in 2021.

Ms Ford is allocated 5 days a week to manage SEN provision across Prettygate Schools.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We offer a range of external training for both teaching and non-teaching staff such as THRIVE training, Autism Awareness and Supporting children with ADHD.

### Teaching assistants (TAs)

We have a team of 21 Learning Support Assistants, 3 additional higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Where appropriate, teaching assistants are trained to deliver interventions such as Attention Autism, Precision Teaching, Lego Therapy, Rapid Writing, Rapid Maths and Read Write Inc.

In the last academic year, TAs have been trained in Ordinarily Available, THRIVE, SMART targets and One planning, Supporting children with ADHD, Masking in ASD, Solution Circles, Widget and the use of visuals and Autism Awareness.

### External agencies and experts

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

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services
- › Alternative Educational Provisions
- › Play therapists
- › Voluntary sector organisations

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

Your first port of call is to discuss any concerns that you may have with your child's class teacher. This can be requested via the school office: telephone/ email. Your class teacher may then involve the school's SENCO which would potentially include a classroom-based observation and scrutiny of their school books. Following this, you will be kept fully informed in regard to next steps which could include formalising the support on offer via a one-page profile or it may be decided that there is an identified SEN need which requires your child to be added to the school's SEND register.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Your child's class teacher can be contacted by either telephone/ email via the school office or spoken to at the end of the school day in-person.

They will pass the message on to our SENCO, Ms Bea Ford, who will be in touch to discuss your concerns.

You can also contact the SENCO directly:  
01206 577608/  
b.ford@prettygateschools.co.uk

We 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 we 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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include progress in maths, writing, phonics and reading as well as monitoring of pupil engagement, social interactions and their ability to access the school environment.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, support from the school's Inclusion Partner or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

## 5. How will the school measure my child's progress?

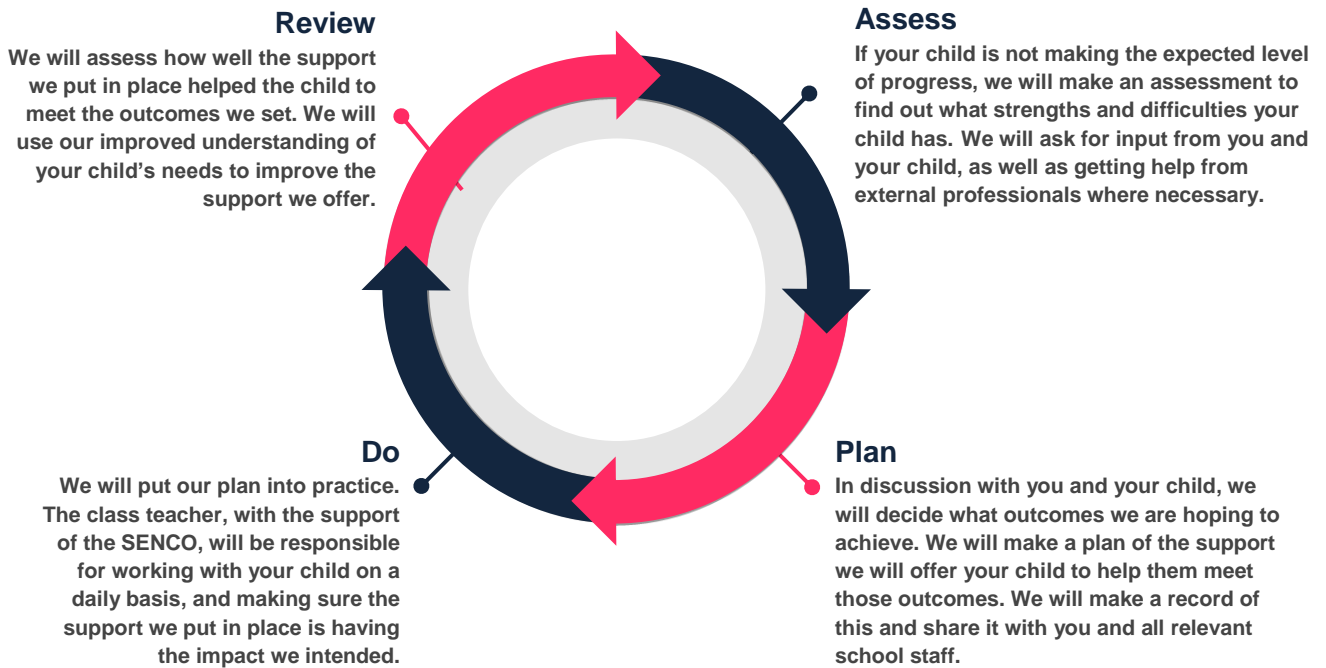
We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review** with 3 cycles per academic year:

Autumn Term: Cycle 1

Spring Term: Cycle 2

Summer Term: Cycle 3



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

Additional to termly one plan reviews, we will provide annual reports on your child's progress.

Your child's class teacher will meet you at least three times per year 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 are the expert when it comes to your child's needs and aspirations. Therefore, 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 SEN 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher- either via a face-to face conversation or contacting the school office via telephone or email.

## 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 level of competence. We recognise that no two children 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:

- › 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 pupil perception survey twice per year.

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

The school adapts the curriculum and learning environment for pupils with physical disabilities and/or sensory impairment, expanding the curriculum where necessary. You can find more information regarding how Prettygate Schools supports children with physical disabilities by reading our Accessibility Policy which can be found on the schools' website.

Your child's 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 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 differentiate (or adapt) how we teach to suit the way the pupil 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.

These adaptations include:

- › Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, breaking tasks into more manageable chunks etc.
- › Adapting our resources and staffing
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis when new concepts are taught or when learning has been missed.
- Teaching assistants will support pupils in small groups to support scaffolding and reinforcing concepts taught. Small group-work will also provide opportunities for pre-teaching new skills or vocabulary.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories Now/Next boards Dual coding strategies Core boards PECS
	Speech and language difficulties	Speech and Language therapy NELI Use of recommended resource and strategies recommended by Speech and language therapists e.g., speech sounds and production, BLANKS etc
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Lexia Core 5 app Precision Teaching Writing slope Coloured overlays or coloured paper OT recommended exercises
	Moderate learning difficulties	Colourful Semantics Maths mastery Bespoke and individualised resources to differentiate tasks. Small-group tuition
	Severe learning difficulties	All above available in addition to: Bespoke and individualised resources to further differentiate tasks.
<b>Social, emotional and mental health</b>	ADHD, ADD	Personal workstation Wobble cushion Kick bands Fidget toys Active breaks

	Adverse childhood experiences and/or mental health issues	THRIVE sessions either group or 1:1 Play therapy Nurture groups
<b>Sensory and/or physical</b>	Hearing impairment	Use of mini mic Careful consideration of positioning within the classroom Use of visuals including dual-coding Makaton/ BSL
	Visual impairment	Increased font size for texts and visuals Magnifying rulers
	Multi-sensory impairment	Sensory checklists within a variety of environments within school.
	Physical impairment	Ramps Considerations for classrooms on the ground-floor Hand rails OT recommended exercises including use of equipment e.g., peanut balls/ theraputty/ resistance bands etc. Adaptive tools e.g., scissors Pencil grips

These interventions are part of our contribution to Essex County Council's local offer.

## 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 by:

- Reviewing their progress towards their SMART targets each term
- Reviewing the impact of interventions after 6-8 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 resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

Specialist resources are often used to aid learning across the school. Further specific specialist equipment/resources may be bought or hired according to the needs of the children, as recommended by relevant professionals. School funding within the overall budget is used to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be requested to the Local Authority and an EHC Plan may be issued. This should take no more than twenty weeks. The school, child and family will be fully involved in this process.

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

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 trips.

All pupils are encouraged to take part in sports, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

- › the admission of prospective pupils with a disability and/ or SEN, reasonable adjustments will be made collaboratively with parents and relevant professionals before admission e.g., sourcing recommended specialist equipment, consideration for the location of the proposed classroom, appropriate level of additional adult support etc.
- › All prospective pupils whose EHC plan names the school will be given priority of place on roll before other places are allocated.
- › the case of oversubscription, the school will notify the local authority who with work collaboratively to ensure that an appropriate setting close-by is allocated.

## 13. How does the school support pupils with disabilities?

- › A whole-school ethos is nurtured to develop a culture of acceptance of differences. Differences are embraced via adult-s modelling and high-expectation of consideration to all members of the school community.
- › Pupils are given equal access to opportunities avoiding discrimination. Adults adopt a positive demeanor and support pupils to overcome perceived and physical barrier using a multitude of reasonable adjustments to access equal opportunities alongside their peers.
- › Access to breakout spaces for opportunities to access OT recommended exercises/ activities.
- › Staff will engage with training where appropriate to effectively and safely support children with disabilities.
- › We are committed to a continual development of an inclusive provision for disabled children by:
  - Increasing the extent to which disabled pupils can participate in the curriculum
  - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improving the availability of accessible information to disabled pupils

## 14. How will the school support my child's mental health, and emotional

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

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to participate in nurture groups to promote teamwork/ building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN by the SENCO, Home-School Liaison Officer and the Senior Leadership Team.
- › Identified children with Social, Emotional and Mental Health needs receive extra support from our THRIVE practitioner through 1:1 or small-group sessions.
- › We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by direct teaching via the school's curriculum. PSHE lessons form part of this learning. Children are encouraged to talk to trusted adults who will listen and actions taken in a timely manner where appropriate and parents kept informed.

## 15. 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 SEN be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- › Schedule lessons with the incoming teacher towards the end of the summer term
- › Social stories created for children to refer to at home with parents.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- › Additional transitional visits are organised to receiving secondary schools.
- › Learning how to get organised independently
- › Plugging any gaps in knowledge

## 16. What support is in place for looked-after and previously looked-after children with SEN?

The Designated Teacher for Looked After and Previously Looked After children (Deputy Headteacher) will work with the SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child's SEN support?

A copy of the school's complaints procedure can be found on our website.

Complaints about SEN provision in our school should be made to the Class Teacher, SENCO or Head Teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Here are the contact details of the disagreement resolution and mediation services for the Essex County Council: [Mediation and disagreement resolution services](#)

## 18. What support is available for me and my family?

If you have questions about SEN, 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 Essex County Council's local offer Essex County Council 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 (SENDIAS) services are:

Link to SENDIAS in your catchment area: <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/east-england-0/essex>

### Key Support Services

- **Essex SEND IASS:** A free, confidential service from the local authority for impartial advice for parents, carers, and young people up to 25: <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/east-england-0/essex>

### Local Essex Charities

- [Families InFocus \(FiF\)](#): A parent-led charity offering education/benefit advice (EHCPs, DLA/PIP), resources, training, and family activities across Essex for ages 0-25.
- [SNAP Charity \(Special Needs Advisory & Placement\)](#): Provides parent support, helpline, activities, specialist talks, a library, and a directory for families with children (0-25) with any additional need or disability in Essex, Thurrock, and Southend.
- [PACT \(Parents, Adults and Children Together\)](#): A smaller West Essex charity connecting neurodiverse families, offering signposting and community links.

- **National Charities**

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

## 19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **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 (EHC) 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 SEN
- › **Graduated approach** – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. 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 children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision that meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages