

Thaxted Primary School SEND Information Report



Mission Statement

All children at Thaxted Primary School have an equal right to learn and are entitled to a broad, balanced and differentiated curriculum, which is relevant to their needs.

We are committed to:

- Providing a caring environment within which all pupils can learn and develop to their full potential.
- Giving all children access to a broad, balanced and differentiated curriculum.
- Valuing the contributions and achievements of all pupils.
- Involving all staff in responding to the needs of all children.

How will the school help my child manage the transition into the school, into a new class or to a different school?

Moving to Thaxted:

- We work closely with nurseries; we attend meetings the year before a child joins our school and visit the child in their current setting.
- Children visit school in the summer term for a school lunch and a stay and play in class.
- Secondary transition days – we often arrange extra days to support pupils with SEND, and we hold Year 7 transition meetings with the new school's SEND team.
- Regular sports activities happening at the secondary schools mean pupils are familiar with them prior to going there.
- The upper schools visit us, and we ensure that the new SENCo can attend the annual review prior to transition if the child has an EHCP.
- Year 5, visit a secondary school for the careers fair.
- Extra support preparing children for travel (e.g., bus travel).
- We ensure that all documents are passed on to the next school.
- Mixed class afternoons – house point rewards.
- Teacher handover inset day
- A morning or afternoon in our new classrooms with new teachers in the summer term.

If your child is moving to another school:

- We will contact their SENCo and discuss your child's needs. We will also send them a copy of their up-to-date one-plan and arrange a meeting if needed.

If moving to Thaxted during the academic year:

- We will meet with you and your child to discuss their needs
- We will liaise with the previous school
- We will conduct a one-on-one meeting at the end of the first term that your child starts
- We will ensure that your child is offered a Buddy to support their transition into their new class and the school.

Thaxted Primary School is accessible to all individuals with disabilities and our school building is physically accessible for those in wheelchairs. We are deeply committed to fostering an inclusive environment where every pupil can thrive. We believe that parents are a child's first educators, and we welcome open, ongoing discussions about your child's physical disabilities and individual care needs. By working together, we can ensure our setting is tailored to support your child's full participation and wellbeing. We adapt resources, exercise books and interactive whiteboards to ensure that all of our pupils can access learning.

What happens if I am worried about my child?

If you tell us that you think your child may have SEND or needs extra support, we will discuss this with you and investigate. We will share with you what we find and agree with you on what we will do next and what you could do to help your child. If you are worried about your child for any reason, please come and speak to us. You can always speak to your child's class teacher, our special needs Inclusion Manager, Lisa Cox, or our Headteacher, Caroline Crompton.

How do we identify pupils who may have SEND?

Our teachers meet with our Senior Leadership Team and hold pupil progress meetings where your child's progress is discussed and any concerns are raised. As well as this, our special educational needs Inclusion Manager, Lisa Cox, works closely with our Pastoral Manager, Nicola Black to identify and support our children with social, emotional and mental health needs. If these members of staff or parents feel that a child may have additional needs, we will observe them closely, monitor their progress and meet with you to discuss any concerns. This will firstly include sharing the everyday teaching strategies and reasonable adjustment support that we offer your child in the classroom. No diagnosis or formal plan is required to access

these. These adjustments immediately remove barriers for suspected SEND needs and form the essential evidence base required for formal assessments. Should your child's barriers continue, we will then look together at their learning and progress and discuss further support for your child, including possible interventions and future strategies. If our shared concerns persist, we will then work together to draw up a 'one plan' that will help us to monitor your child's progress against individual targets and involve you and your child in this process.

What happens if my child does have special needs?

Children with Special Educational Needs and Disabilities (SEND) make good progress at Thaxted, without always requiring a formal One Plan or Education, Health and Care Plan (EHCP). Under the SEND Code of Practice, schools are legally required to implement "reasonable adjustments" and deliver high-quality Ordinarily Available (OA) provision as part of quality first teaching. This baseline support, such as visual timetables, sensory breaks, scaffolded tasks, and/or assistive technology, removes learning barriers directly within the mainstream classroom. Consequently, many children thrive and achieve their developmental milestones purely through these standard, inclusive school resources, proving that formal, intensive paperwork is not always a prerequisite for success.

Who is involved?

Meet the staff at our school!

Headteacher: Mrs C Crompton - Designated Safeguarding Lead and Designated Prevent Lead

Deputy Head: Mrs E Dymond - Deputy Designated Safeguarding Lead

Inclusion Manager: Mrs L Cox

Teaching Staff:

Mrs A Broadwood: EYFS Teacher

Mrs T Porter: KS1 Leader, EYFS and Year 1 Teacher

Mrs S Billings: Year 1 and 2 Teacher

Mrs G Dawson: Year 1 and 2 Teacher

Miss C Hilliard: Year 2 and 3 Teacher

Mrs C Baker Burton: Year 3 and 4 Teacher

Mrs Dymond: Year 3 and 4 Teacher

Mrs Sampson: Year 4 and 5 Teacher

Mrs N Allen: Year 5 and 6 Teacher

Mrs A Taylor: Year 5 and 6 Teacher

Mrs S-J White: KS2 Leader and Year 6 Teacher

Mrs L Archer: Year 6 Teacher

Pastoral Care:

Mrs N Black: Pastoral Care and Well-Being Leader and Deputy Designated Safeguarding Lead

Qualified as a National Educational Leader in Mental Health

Learning Assistants:

Mrs D King	Mrs L Bargery
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Mrs A Bailey	Mrs G Barrett
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Miss S Cann	Mrs J Calver
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Mrs A Hart	Mrs H Kourtaa
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Mrs Z Linin	Miss M Petchey
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Mrs E Saric Egan	Mr T Webb
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Office Staff:

Mrs V Panayi: School Business Manager

Mrs L Reddington: Administrative Assistant

Mrs V Woodcock: Administrative Assistant

Site Staff:

Mr J Overson: Premises Manager

Cleaners: Mrs A Flook, Mrs N Frazer

Catering:

Kitchen Assistant: Mrs A Flook

MDA - Mrs P Wright

Midday Assistants:

Mrs C Hobday, Ms L Cahill

Teachers are responsible for monitoring and supporting your child's progress and identifying and planning any additional support. They ensure that the SEND policy is followed and write and update the children's one plans.

Lisa Cox, our Special Educational Needs and Inclusion Manager, is responsible for co-ordinating the support for all of our SEND children. She will liaise and organise specialists, liaise and apply for extra support from Essex County Council, complete all relevant paperwork, and manage referrals to external agencies. Organise and attend one plan meetings (when needed) manage our SEND support register, provide support and training for staff, and communicate with our parents to ensure that you are involved in your child's learning journey and progress. She also monitors the impact and effectiveness of our SEND provision.

Nicola Black, our Pastoral Manager, is responsible for providing one-to-one mentoring for our children with social, emotional and mental health needs. She is responsible for removing barriers to learning by providing support, resolving conflicts and guiding personal and social development. She also works closely with external agencies that can offer support in this area if needed.

Caroline Crompton, our headteacher, is responsible for the day-to-day management of the school, including support for pupils with SEND. She also ensures that the Governing Body is up to date with any information relating to SEND.

Gillian Bramley, SEND Governor, is responsible for ensuring support is in place for any pupils with SEND and monitoring the effectiveness of school provision.

How will teaching be adapted to meet the needs of my child?

All pupils at Thaxted Primary School receive high-quality teaching across all subjects. Learning is differentiated to meet the needs of each pupil. In addition, if a child is not making progress, all of our teachers are trained to understand how to make reasonable adjustments using the Ordinarily Available, standard everyday educational provision outlined by Essex County Council. A copy of this is available to view on SEND website page. After this support is implemented, should your child continue to not make expected progress, we will then move to the graduated approach (Assess, Plan, Do, Review) approach which assesses, identifies, and provides for pupils with SEN. We begin 'One Plan meetings' with parents and pupils; the aim of these is to create a 'One Plan'. The One Plan is a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils with SEN. They are seen as working documents and are reviewed termly to ensure the effectiveness of the provision for each pupil. The targets created during these sessions are small steps to overcome the identified barriers to learning, and these incorporate areas that the school, parents and child will all work on together, to help the pupil achieve their end goals. One-plan meetings are part of the 'Targeted support' stage of identification. More specific interventions may be suggested at this stage, including:

- Small group or individual literacy teaching
- Small group or individual maths teaching
- Mentoring support
- Counselling
- Lego therapy
- Attention Autism
- Speech and language therapy sessions
- Targeted adult support in class

At Thaxted, we liaise closely with many local services, working together to meet pupils' needs and supporting families.

In Essex, the SEND Inclusion and Psychology Team have been created in order to support schools to be inclusive, accessing the right provision and support they need to meet children and young people's needs.

The SEND Inclusion and Psychology team is made up of:

- Inclusion Partners
- Senior Educational Psychologists
- Senior Inclusion Partner
- Educational Psychologists
- Assistant Educational Psychologists

Specialist services we work with include:

- The Speech and Language Therapy Team
- Medical professionals, including the school nurse and occupational therapy team
- MIND Mental Health Charity
- CAMHS Child and Adolescent Mental Health Services

How is my child involved in their learning?

At Thaxted, we strive to fully engage all children in their own learning journey. Children are encouraged to mark and respond to their own learning, as well as their learning partners. They also take responsibility for their own targets. By continually changing our learning partners, our pupils can build empathy, improve their communication and reduce their social anxiety. Our one-plan pupils are also involved in target setting and monitoring, as it boosts their motivation and promotes ownership of their education.

How will you check how well my child is doing, and how will I know?

- The SENCo's job is to support class teachers with planning for children with SEND
- The school has a development plan that identifies staff development needs to improve teaching and learning, including for pupils with SEND
- We share best practise and expertise through weekly staff meetings
- Teachers and support staff attend training sessions to develop their knowledge and understanding of SEND needs so that they can offer the best support for your child
- Our SENDCo receives termly support through our Inclusion Partner and regular cluster meetings, as part of our involvement in the Dunmow Excellence in Education Partnership, where knowledge and information are shared.
- Progress will be monitored by the SENCo and class teachers using Sonar and WPS targets.
- Children with an EHCP will have an annual review meeting.

What skills do staff have to help meet my child's needs?

At Thaxted, we are constantly reviewing children's progress. We do this in a variety of ways, including:

- Termly progress meetings between teachers, the Headteacher and the SENDCo.
- Book looks
- Monitoring one plan targets
- Termly formal assessments
- WPS targets (if a child is two years or more behind)

Children with SEND may also:

- Have specific targets on their one-plan
- Be observed and have their progress monitored by specialists and professionals

What support do you offer for Social and Emotional development?

Our pupils' emotional well-being is very important to us. We provide a variety of options for supporting and developing their emotional well-being, including:

- Mentoring
- Weekly SENDCo and Pastoral Manager meetings
- Counselling
- Play Therapy
- Social skills interventions

- Rainbow room
- Sensory space
- Lunchtime buddies and play leaders

What extra-curricular activities can my child participate in?

We believe that all children should have the opportunity to participate in extracurricular activities. While parents and carers ultimately retain responsibility for their child's participation and supervision outside of standard school hours, we will always do our utmost to accommodate and support pupils with SEND to access these opportunities safely. Risk assessments are completed for every trip, and a suitable number of adults are assigned accordingly, including individual support where needed.