"Inspiring all to soar to new heights."

Inspiring children to soar to new heights. Isaiah 40:31

Challenge ● Creativity ● Collaboration ● Critical Thinking ● Courage

Downham C of E Primary School

SEN Information Report 2026

Staff consultation: September 2026

Review: Annual review, with updates made sooner where information changes.

This report explains how Downham C of E Primary School identifies, assesses and supports pupils with special educational needs and/or disabilities (SEND), and how parents/carers and pupils are involved. It should be read alongside the school's current SEND Policy, Accessibility Plan, Equality information, Complaints Policy and the Essex Local Offer.

BERLESDUNA ACADEMY TRUST

Who are the best people to discuss my child's difficulties with learning or SEND?

- Your child's class teacher is the first point of contact. The class teacher monitors progress, identifies additional needs, plans and delivers appropriate support, adapts resources and teaching, and discusses concerns with parents/carers and the SENCO Team.
- The SENCO Team is Ms T Walker and Miss Bailey, these are the school's named SENCO contacts. They coordinate SEND provision, support staff, maintain SEND records, liaises with parents/carers and external professionals, and ensures that agreed provision is implemented.
- A Learning Support & Welfare Assistant (LSWA) may support an individual pupil or group. Day-to-day questions about learning and progress should normally be directed to the class teacher or SENCO.
- Parents/carers can speak to the class teacher at the end of the school day or make an appointment. Ms T Walker and Miss Bailey can be contacted through the school office on 01268 710387.

How are children identified and assessed as having SEND?

- Teachers continually monitor pupils' learning, progress, engagement and wellbeing. Where a pupil is not making expected progress despite appropriate classroom support, the teacher discusses concerns with the SENCO Team and parents/carers.
- The school uses targeted teaching, assessment and intervention information to identify barriers to learning and decide whether additional SEND support is required.
- Where appropriate, advice and assessment may be sought from specialist professionals such as Speech and Language Therapy, Educational Psychology, Occupational Therapy, Community Paediatrics and other relevant services, with parental involvement and consent where required.
- For pupils receiving SEN support, the school uses Individual Support Plans. These are jointly written by the SENCO Team and class teacher, with the class teacher leading termly meetings with parents/carers. Plans should, where appropriate, record strengths and needs, pupil and parent/carer views and aspirations, specific and measurable outcomes, provision and reasonable adjustments, responsibilities, measures of progress/impact, review date and relevant external advice/actions.
- For pupils with an EHCP, the school implements the provision specified in the plan and participates in the required review arrangements.

How are parents/carers consulted and involved?

- If the school has concerns, parents/carers will be contacted and invited to discuss the concerns with the class teacher and/or SENCO Team.
- Parents/carers are involved in assessing needs, planning support, reviewing progress and agreeing next steps.
- Where an Individual Support Plan is required, parents/carers are involved in agreeing targets, provision and review arrangements.
- Parents/carers are consulted before referrals to external specialists where parental permission is required, and will be informed about professional involvement and reports.
- Where an EHCP needs assessment is being considered or undertaken, the school will work with the family and provide support through the process.
- Parents/carers can request a meeting with the class teacher or SENCO Team to discuss progress, concerns or changes in provision.

How are children and young people involved in their own education?

- Pupils are encouraged to share their views about their learning, strengths, needs, targets and the support that helps them.
- Children with an Individual Support Plan are supported to understand and contribute to their targets and strategies in an age-appropriate way.
- Pupils are encouraged to contribute to reviews and transition planning. Different communication methods can be used where needed.

What types of SEND does the school provide for?

- The school welcomes pupils with a wide range of SEND, including needs relating to cognition and learning, communication and interaction, sensory or physical needs, and social, emotional and mental health.
- Reasonable adjustments, auxiliary aids, adapted resources and appropriate support are provided so that pupils can access learning and school life.
- The school also makes appropriate provision for pupils with medical needs and follows relevant healthcare plans.
- Pupils who are looked after and have SEND, and pupils receiving Pupil Premium, are supported so that they can make progress and achieve their potential.

What teaching approaches and adaptations are used?

- High-quality teaching is the foundation of SEND provision. Teachers have high expectations and build on what pupils already know, understand and can do.
- Teaching is differentiated and adapted so pupils can access the curriculum. This may include practical learning, adapted resources, visual supports, changes to task presentation and specific strategies recommended by the SENCO Team or external professionals.
- Targeted small-group or individual interventions may be provided where assessment shows that additional support is needed.
- Support is reviewed so that interventions are purposeful and linked to identified needs and outcomes.

How are pupils with SEND included in activities with other pupils?

- The school aims to include pupils with SEND in all aspects of learning and school life wherever possible.
- Pupils may learn through whole-class teaching, small-group work, paired work, outdoor learning, intervention groups and individual support.
- Where an EHCP requires individual support, pupils will normally remain included in classroom teaching, with support staff helping them access teacher input and differentiated activities.
- Reasonable adjustments are made so pupils can access activities outside the classroom.

What support is available for emotional and social development?

- The SENCO Team and class teachers work with pupils and families to support emotional and social development and to help children manage situations that may cause distress.
- PSHE is taught weekly and provides opportunities for pupils to discuss emotional and social issues.
- Where appropriate, the school may seek additional support from external services, including counselling or emotional wellbeing services, and specialist advice where social, emotional or mental health needs create a significant barrier to learning.

- Support is graduated according to need and may include whole-class, small-group or individual support.

How are staff trained to support pupils with SEND?

- All staff receive training and guidance to support pupils with a range of SEND and to differentiate learning.
- The SENCO Team provides advice and training to staff and seeks specialist advice where a pupil's needs require additional expertise.
- Where a pupil has a particular need, relevant staff may receive training from external professionals or specialist services.
- The school may work with specialist teachers, the SEND Inclusion and Psychology Team, Educational Psychology and other appropriate professionals.

How will support be arranged before a child starts at the school?

- Families may be invited to visit the school and meet staff.
- Where possible, school staff will liaise with the child's previous setting and relevant professionals to understand needs and strategies.
- The SENCO Team will seek to attend relevant planning meetings once the child is confirmed as starting at the school.
- Transition visits, phased or adapted settling-in arrangements and opportunities to meet key staff may be used where appropriate to the child's needs.

How are transitions between classes and schools supported?

- Information, learning targets and relevant support strategies are passed to the next teacher in advance.
- For pupils with EHCPs or more complex needs, planning meetings and additional preparation or training may be arranged.
- Transition booklets, social stories, photographs, visits and opportunities to meet new staff may be used where these will support the pupil.
- When a pupil moves to another school, the school will liaise with the receiving SENCO and transfer relevant records and information in accordance with applicable requirements.

How can parents/carers raise concerns about progress or provision?

- Parents/carers should initially speak to their child's class teacher.
- If concerns remain, parents/carers should speak to the SENCO Team/Headteacher.
- If the concern is still unresolved, parents/carers may contact the SEND Governor and follow the school's complaints procedure.
- Complaints about SEND provision may also be escalated through the appropriate external routes, including Essex County Council or Ofsted where applicable.

How does the school monitor progress and review support?

- Progress is monitored continually by class teachers and reviewed formally each term.
- Assessment information, engagement, attendance and behaviour may also be considered where relevant.
- For pupils receiving SEN support, the Individual Support Plan is reviewed with parents/carers and the pupil as appropriate, and provision/targets are adjusted where necessary.

- Interventions are assessed before and after delivery to check their impact. Where an intervention is not effective, the school will review the approach and consider alternative provision.
- Pupils with EHCPs have their provision formally reviewed through the statutory annual review process.

How is additional support allocated?

- The school uses its available SEND resources to meet pupils' needs and reviews provision regularly.
- The Headteacher/SENCO Team consider information about pupils already receiving additional support, pupils who may need additional support and pupils whose progress indicates that further provision may be required.
- Provision may include additional adult support, targeted interventions, adapted resources, staff training and specialist advice.
- Where a pupil continues to have significant needs despite appropriate support, the school will discuss with the family whether an EHC needs assessment should be requested.

How does the school work with health, social care and other services?

- The school seeks advice and support from the most appropriate service when a pupil's needs require specialist input.
- Relevant professionals may include Speech and Language Therapy, Occupational Therapy, Physiotherapy, Community Paediatrics, Educational Psychology, emotional wellbeing services, specialist teachers and SEND inclusion services.
- For pupils with medical needs, the SENCO Team works with relevant health professionals to ensure appropriate healthcare plans are in place and followed in school.
- Information and agreed strategies are shared with staff who work with the pupil so that support is consistent.

How is teaching adapted for individual needs?

- Teachers plan for the range of needs in their class and adjust learning tasks so pupils can participate as independently as possible.
- Adaptations may include visual timetables, social stories, behaviour support strategies, accessible reading materials, writing supports, practical resources, assistive equipment and changes to task presentation.
- Planning and teaching may be adapted daily in response to the pupil's needs.
- The school follows relevant Essex guidance on Ordinarily Available provision alongside the school's SEND Policy.

How is the school physically accessible?

- The school building has no stairs and classrooms are accessible from the main entrance or individual classroom entrances. The school's Accessibility Plan sets out actions to improve access to the curriculum, physical environment and information.
- Disabled toilets are available.
- Equipment and resources are selected or adapted so pupils can access learning and school activities where reasonably possible.
- Reasonable adjustments are made for pupils with disabilities.

How are disabled pupils prevented from being treated less favourably?

- The school promotes inclusion and makes reasonable adjustments so that disabled pupils can participate in learning, activities and wider school life.
- Teaching, resources, communication and physical access are adapted where reasonably required.
- Staff work with pupils and families to identify barriers and put appropriate strategies in place.
- The school's Equality and Accessibility arrangements should be read alongside this report.

What arrangements are in place for complaints about SEND provision?

- Parents/carers should first raise the matter with the class teacher.
- If the matter is not resolved, an appointment can be requested with the SENCO/Headteacher.
- If the concern remains unresolved, parents/carers can request contact with the SEND Governor and follow the school's formal complaints procedure.
- External routes, including Essex County Council or Ofsted, may be available depending on the nature of the complaint.

Where can parents/carers find further information?

- Essex Local Offer: https://www.essexlocaloffer.org.uk/
- The school's current SEND Policy and Accessibility Plan should be published alongside this report on the school website.
- Parents/carers can contact the school office on 01268 710387 for help accessing information or arranging a discussion.

.