

Chase Lane Primary School and Nursery

SEND Information Report

School Offer

2025/26

Our School Ethos	At Chase Lane Primary School and Nursery we believe that all children, including those with special educational needs, have a common entitlement to a broad and balanced academic and social curriculum. In line with county policy we are committed to being an inclusive school.	How can parents/ carers find out about our ethos? • Visit to our school • Meet our staff • Look at our website • Read our documents
SEND Provision and Intervention What is the approach to teaching children with SEN?	Teachers offer high quality teaching to all children in line with the Essex Ordinarily Available Inclusive Teaching Framework. The class teacher has full oversight of SEN provision. Where children make inadequate progress, despite high- quality targeted teaching, the class teacher and SENCO should assess whether they are experiencing a learning difficulty- where this is the case, there should be agreement about the type of SEN support that is required. What is the approach to teaching children with SEN? • High Quality First Teaching with reasonable adjustments according to need • Graduated Response • Provision which is additional to and different from • Research based intervention programmes • Response to specialist outside agencies including social care where necessary.	How can parents find out more about our SEN provision? • Read our SEN policy • Speak to SENCO

Identification and Early Intervention How do we identify, assess and make provision for children with SEN?	We have close links with our pre-school providers and their key workers, who keep us informed about children with specific needs who are starting school. We also baseline assess our new intake and use other screening assessments to help us develop a picture of each child's development. We adopt a graduated approach to identify children with SEN. This will be done using a range of assessments, observations and gathering evidence. Where a pupil is identified as having additional needs or is attaining significantly below age appropriate expectations then further support will be put in place and recorded on an individual plan. The plan will be regularly monitored and reviewed, involving parents and children. What sort of assessments will be completed? • Baseline assessments – reading and spelling • Teacher observation • Parent information/ concerns • Discussion with the pupil to gather their views and feelings • Tracking progress • Phonics screening • Foundation baseline • Speech and Language Assessments • Literacy/ Maths Assessments • Ordinarily Available targeted support assessments • Specialist assessments from other professionals	How can parents find out more? • Speak to your child's class teacher • Speak to the SENCO • Attend consultations and review meetings • Refer to individual plans and arrangements
SEND provision and progress	The progress of all children, including those with SEN, is monitored and assessed regularly by teachers and senior leaders. If the school has concerns about the progress of an individual pupil, further observations and assessments will be carried out to identify what the barriers are and what could be done to overcome them. Action planning is agreed and shared in pupil progress meetings, and pupils and parents/ carers will be consulted.	How can parents find out about the schools policies for making provision for pupils with SEN, including effectiveness, assessment and reviewing progress, adaption to curriculum and additional support?

	Adjustments to the type of support/ level and/ or the curriculum will be made where necessary. Any adjustments will be recorded, monitored and evaluated in consultation with pupils and parents/ carers. This consultation may involve other professionals or agencies. The class teacher and SENCO will together agree the appropriate additional provision for a child. This provision or intervention is recorded on the Learning Support Plan (LSP). Intervention record sheets are used to record and track progress on intervention programmes. How do we assess and review children's progress towards outcomes? • Intervention records • One Planning paperwork • Pupil views • Parents views • LSP reviews • Pupil progress meetings • Observations • Personalised assessments • Teacher Reports	• Speak to your child's class teacher • Speak to the SENCO • Attend parents meetings and One Plans • Learning Support Plans • One Page Profiles
Our Staff Who is responsible for the SEN provision in the school?	All teaching and support staff are responsible for all children in their care, including those with SEN. They are responsible for ensuring the needs of each child are met. Michelle Kneeshaw is on the Senior Leadership Team and has input into the strategic planning for SEN children in terms of class allocation, structure and size. The SENCO has regular meetings with senior staff, teachers, Teaching Assistants, families and outside professionals about the provision of the school. The SENCO regularly attends SEN cluster meetings, training and conferences to be kept informed about latest policies and practices. The teaching staff offer high quality teaching to all children. They work to provide a curriculum which is inclusive for all. Teachers differentiate learning to match each child's next steps and use a range of teaching strategies to match learning styles.	How can parents find out about the expertise of staff and how specialist expertise will be secured? • Speak to SENCO • Speak to your child's teacher

	Teaching Assistants (TAs) are employed and trained to support SEN children in all classes, as well as during lunch and playtimes if required. Teaching assistants are used to run intervention programmes according to the needs of the class and individuals. The SENCO has oversight of the interventions and monitors their quality and impact. TA meetings are held regularly to discuss interventions, give feedback and receive updates. The TAs have personal targets for their annual performance management. What expertise in SEN and opportunities for staff training are there? • Specialist Speech and Language TA • Pastoral Care Coordinator • Advice from professionals including Educational Psychologist, Inclusion Partner, Speech and Language Therapist, Autism Outreach Team • Advice from the Mental Health Support Team • Ongoing staff training • SENCO Updates and specific training	
Our Governors	We have a named governor with responsibility for supporting SEN provision and working with the SENCO in the school. They meet termly to discuss the SEN provision and SEN information is reported regularly to governors. The governing body's policies in regards to SEN and Safeguarding make the explicit the duty of the school to make referrals of seek advice / support from the local authority and other outside bodies to meet the needs of children with SEN. The school works closely with a range of support services (Early Help and Advice Hub, Family Solutions, School Nurse) to help meet the needs of our pupils and their families.	How can parents find out about Governor involvement with SEN provision in school? • Read the school's policies on website • Read the Local Authority's Local offer
Our school facilities	The school makes every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through; the local authority, external advisors and professionals and the school itself.	How can Parents find out about equipment and facilities to support children with SEN? • Visit the school to view directly the equipment

	What adaptations are made to the curriculum and the learning environment of children with SEN? • Changes and adaptations to the physical environment • Use of assistive technology • Visual supports and prompts • Parents recommendations • Advice from outside professionals	and facilities directly available for children • See the schools Accessibility Plan.
Partnership with Families What arrangements are there for consulting parents of children with SEN?	We know that where teachers and parents work together, the effect on the achievement of the children is considerable. Close contact between the school and parents is essential for an open and trusting relationship between us. For this reason we attempt to keep parents regularly informed of anything that may concern them or their children. Similarly, we ask parents and carers to share relevant information from home with us. Parents and carers are encouraged to take an active involvement in school life; for example, supporting home learning, attending meetings and joining in other events and activities. There is a newsletter informing parents of any forthcoming events, celebrations or other activities occurring in the school. We provide a number of opportunities for family members to come into the school. These opportunities include share mornings, special assemblies and parent forums. The class teacher and / or the SENCO arrange regular One Plan meetings to update children's individual provision. Parents can also contact or make an appointment to see the SENCO if they have a concern or need advice. What are the opportunities for consulting parents of children with SEN? Formal • One Plan Meeting • Parents Evening • Parents views Informal	How can parents and carers find out about our partnership? • Visit to our school • Talk to our staff • Look at our website • Emails and flyers to parents • Signposting to other services eg. Isessex, Educational Psychology Advice line • Harwich Parent Support coffee mornings • Maze Workshops

	• Discussion • Communication books • Emails/ phone calls Chase Lane works in close partnership with the Maze community. This provides a 12 week programme for parents with pupils who have additional needs. The MHST team (Mental Health Support Team) also lead parent workshops and coffee mornings at school.	
Working with Children What arrangements are there for involving children in their education?	We want all of our children, including those with SEN, to feel confident and to have high expectations of themselves and what they can achieve. We aim to include children with SEN in all areas of school life. Provision is made to ensure all children have access to the school and wider curriculum opportunities. Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibilities. We will work with children to discuss their learning and individual needs. We include them in conversations about their progress, welfare and achievements, where appropriate. Where appropriate, children on the SEN register are made aware of the targets set for them. They are consulted about their progress on a regular basis. The pupil voice is considered key at Chase Lane, we use a range of methods to gain children's views including their aspirations, hopes and dreams and feed these into the one planning process.	How can parents and carers find out about our arrangements for consulting with children? • Speak to the SENCO • Participation in consultation and review meetings
Transition Arrangements What arrangements are there for	We have a whole school transition process as children move into a new year group at the end of each year. Current and new teaching staff meet for a handover meeting, where individual children and their needs are discussed. Transition visits are arranged and all children are given a transition booklet to look at over the summer holiday. Some children will also be provided with a social story to support their transition into the next year group. All children have a session with their new teacher and additional visits are planned if required. SEN folders are handed up to the new class teacher which includes all relevant and up to date information. We have a clear induction process for children new to our school. The SENCO and new Reception class teachers will arrange visits to see the children in their	How can parents find out about transition arrangements for supporting pupils transferring between stages of education? • Speak to SENCO (current and receiving school)

supporting children in moving between phases of education?	current settings. Where appropriate a more formal transition plan can be put into place to give further opportunities to visit the school and get to know new adults. Where children are transferring to Secondary School, the SENCO and teachers will meet SENCOs of the transferring schools. All SEN records will be passed on to the new settings. Parents of children with an EHCP are invited to discuss transitional provision with the potential secondary school at a transitional review. Extra visits for children with SEN are made in the summer term.	• Attend transition meeting and meetings with relevant professionals • Visit receiving school • Be involved in review of planned induction/ transition programme
Complaints Procedures	The procedure for complaints is highlighted on the school website. We encourage parents to raise any questions or concerns with teachers at an early stage. All staff aim to resolve any issues swiftly and in person. We endeavour to work closely with our parents and we hope that parents feel that they can make an appointment to discuss any issues they have with a member of staff. Should a parent feel that a significant concern has not been sufficiently resolved, they should address the matter in writing to the Head Teacher. The school will follow the Complaints Procedure where necessary.	How can parents find out how we respond to complaints? • Look at our Complaints Procedure on the • School website.

**Information about Essex County Council's Local Offer can be found at
www.essexlocaloffer.org.uk**