



The Eveleigh LINK Academy Trust



SEND Information Report – September 2025

Purleigh Primary School

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Introduction

Purleigh School welcomes all children regardless of ability to engage fully in their own learning and to contribute equally to the school community. We invite all families to work with us to nurture enjoyment, success and independence.

It is important for us to know all our children well and to address additional needs as early as possible in order to minimise their long term impact.

We feel that children benefit enormously when school and home form a strong bond. To do this we invite ongoing dialogue with you and your children about their needs and how we can work together to best support them.

Additional Needs in School

Purleigh School has experience in providing for the following needs:

- Attention Deficit and Hyperactivity disorder
- Autism
- Cerebral palsy
- General and cognitive learning needs – including working memory difficulties
- Motor skills difficulty – including developmental dyspraxia
- Specific learning difficulties – including dyslexia and dyscalculia
- Speech and Language difficulties – including receptive, expressive, social communication and verbal dyspraxia.

Talking about SEND: Who to talk to and how to contact us

All class teachers (CTs) are experienced and knowledgeable in providing for special educational needs and as such are members of the SEND team. You may request an appointment in person, by phone or email to meet with your child's class teacher to discuss concerns at anytime.

- Telephone: 01621 828282
- Email: admin@purleigh.essex.sch.uk

CTs are not available for unscheduled meetings before school however, as they are involved in preparing for the day's activities at this time.

CTs may also invite you in to discuss your child's needs as matters arise.

The SENCO is responsible for the operation of the SEND (Special Educational Needs and Disabilities) policy and the co-ordination of provision made to support individual pupils with SEND.

Mrs Priest, the SENCO, works at the school on Monday, Tuesday and Wednesday.

- Telephone: 01245 207745
- Email: kpriest@purleigh.essex.sch.uk

Mrs Priest gained the National Award for SEN Coordination in 2019.

Other members of the SEND team:

- **Class Learning Support Assistants (LSAs)** – who help children with classroom activities and work closely with the teacher to provide adjusted (differentiated) experiences to suit all levels of learning
- **SEND LSAs** – who work with individuals and small groups on specific areas of learning
- **1:1 LSAs** – who are assigned to work with selected children who have particularly complex needs. These children may have ‘Education, Health and Care Plans’. (See ‘Graduated Response’)
- **Higher Level Teaching Assistants (HLTA)** – teach whole classes during their teacher’s Planning, Preparation and Assessment Time (PPA). They know the children and families well and provide adjusted (differentiated) lessons to meet the differing needs within each class.

Our experienced LSA team are trained in delivering interventions and to use a wide range of resources and strategies. They are continually extending their expertise by attending externally run courses and in-house training.

How do we define Special Educational Needs and / or a disability at Purleigh School?

At Purleigh School we use the definitions for SEN and disability that can be found in the SEND Code Of Practice (2015).

SEN: “A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.”

Disability: “Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

Children and young people with disabilities do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN, when this is the case both definitions can be used.

Approaches, Interventions, Strategies, Assessment: the Graduated Approach

At Purleigh School we have a ‘graduated approach’ to meeting pupils’ needs.

All parents / carers are invited to discuss their child’s progress with the class teacher in the Autumn and Spring term at formal consultation meetings.

High Quality Teaching (Green part of diagram)

All children at Purleigh School experience High Quality Teaching (HQT) that is differentiated and personalised in order to meet their individual needs. Our ‘HQT’ approach demands we have the highest possible expectations for all pupils. All teaching is based on building on what your child already knows, can do and can understand.

Detailed knowledge of

- prior achievement
- learning styles
- barriers to learning
- interests and talents

enables teachers to put in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. The teacher will use specific strategies to enable your child to access the learning task.

How do we know that 'HQT' is in place throughout the school?

Our SENCO and senior management team ensure that a 'HQT' approach is maintained in each classroom through a rigorous system of

- lesson observations
- frequent progress review meetings
- monitoring of planning
- monitoring of children's work (thus ensuring that feedback and marking is consistent and constructive).

A few children need support and provision that is additional and different to this and these children can be described as having special educational needs (SEN Code of Practice 2015). The special educational needs of our children are met through **The Graduated Approach**.

The Code of Practice (2015) p.280 has the following definition of The Graduated Approach:

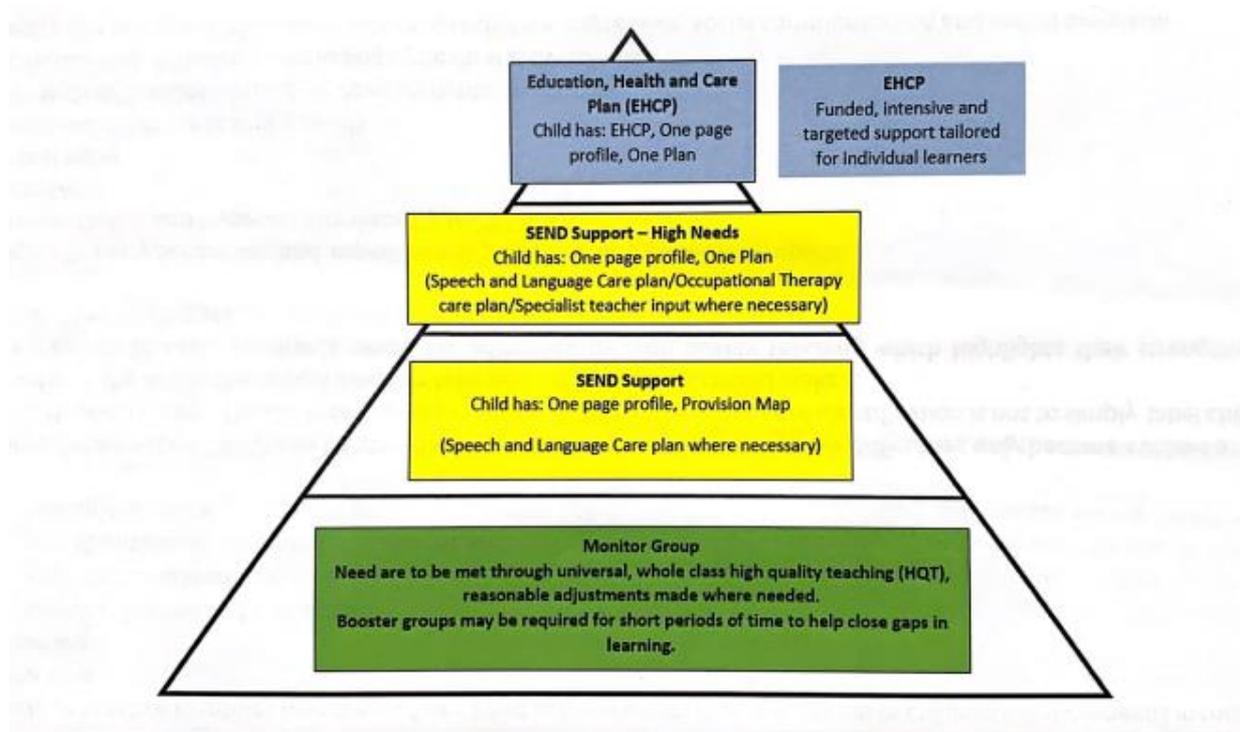
"A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

The Graduated Approach is supported by a four-part cycle which involves:

- **Assessment** – in order to identify the child's needs.
- **Planning** – A Provision Map or a One Plan is written which includes outcomes for the children and describes the provision needed for them to achieve those outcomes in small steps.
- **Doing** – the provision which is outlined in the plan is put in place.
- **Reviewing** – progress is reviewed and further assessment is considered before writing the next provision map or One Plan.

This cycle takes place 3 times a year and involves the participation of parents / carers and children.

The diagram below shows the levels of **The Graduated Approach**:



SEND support group (yellow part of diagram)

Additional Intervention Support

Children are included in our '**SEND support group**' if they need **Additional Intervention Support (AIS)** as well as HQT.

Parents / carers are consulted when a class teacher feels a child should have AIS and the child is recorded on our SEND register. If your child has AIS, a provision map is created which clearly reflects the 'Assess, Plan, Do, Review' cycle and outlines your child's individual targets and the support and provision that your child receives in order to achieve those targets.

High Needs Support

If your child has more complex and **higher support needs** and requires ongoing support they may require a 'One Plan' document. If this is the case, you will be invited to discuss your child's needs and provision with the SENCO once a term. The review meetings are child centred and children are encouraged to engage with this discussion as far as they are able. The child's class teacher will also join these meetings.

Within a One Planning meeting we ensure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty.
- We take into account and discuss the children's and parents / carers concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on how each outcome can be broken down into manageable steps.
- All notes from the meeting and the child and parents / carers views are added to the One Plan document and a copy is sent home.

The process is a positive and affirming experience for the child and a productive and practical one for the team around them. This document can be used to inform other professionals involved in their well-being.

Additional support and interventions available at Purleigh School;

English:	Maths:
Catch Up Literacy Attack Spelling Comprehension groups (all yr groups) Rapid Phonics Socially Speaking Write from the Start Reading for Meaning Essential Letters and Sounds (ELS) Time to Talk Paired Reading Specific handwriting support Direct Instruction Precision Teaching Ultimate Guide to Phonological Awareness Words First	Numicon – all yr groups EPS Maths (KS1) First Class @ Number (Yr 2/3) White Rose Maths Scheme Power of 2 Catch Up Numeracy Precision Teaching
Tailored lessons as needed	
Booster groups	
Gym Trail / Finger Gym	

Statutory Assessment and possible Education, Health and Care Plan (EHCP) (blue part of diagram)

While most children with SEND will make progress through our graduated levels of support, some pupils, whose needs may or may not have already been formally diagnosed, or who have more complex needs, will require a much higher level of support or may require further assessment.

If we feel that your child does not seem to be making good progress despite the additional interventions and support offered in school, we may suggest that we try to access a higher level of support through an ‘Education, Health and Care Plan’. This is a statutory process which involves applying to our local authority for additional support. The first step is to ask the local authority if an Education and Health Care assessment can take place and then if the assessment shows additional support is needed, an EHCP may be put in place.

The Essex Educational Psychology Service has provided schools with ‘Provision Guidance’ which helps teachers and SENCOs to select appropriate strategies and determine the level of support your child requires.

“With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. Local authorities, education providers and their partners should work together to help children and young people to realise their ambitions”
 (Code of Practice 0-25 (2015) p.28)

How do we assess children’s learning?

Individual progress is continually monitored throughout the school year. Ongoing assessment takes place

- during lessons
 - through careful dialogue/questioning
 - through fostering of self-monitoring - pupils are encouraged to monitor their own understanding and to let their teaching team (class teacher and learning support assistants) know if they are having difficulties.
 - through a degree of in class marking and discussion which provides golden opportunities for ‘assessment for learning’ where difficulties / strengths can be identified and addressed / celebrated there and then.

- after lessons – when the teaching team evaluate learning through
 - informal discussion
 - assessing products of learning activities including the marking of written work.

- through formal assessment: progress in English and Mathematics is assessed through the use of specifically designed test papers and activities:

English	Mathematics
<ul style="list-style-type: none"> • Phonics screening • Decoding of high frequency ‘sight’ words. • Writing assessment activities. • SAT tests • AFALS • Salford Reading Test • Holburn Reading Test • Single Word Spelling Test • Informal spelling tests tailored to individual needs 	<ul style="list-style-type: none"> • Number facts tests • White Rose Maths scheme tests • SAT tests • Practical maths assessment activities • Sandwell Numeracy Test • Times Tables Check • Leeds Maths Assessment • Essex EPS Maths Assessment

Assessment may indicate that children need additional support in order to achieve age appropriate levels. We also use the Educational Psychologists’ ‘Provision Guidance’ to determine your child’s level of need. LSAs are able to deliver interventions and to use specific resources and strategies.

Overcoming Barriers – Other aspects of development

While many of our interventions are directed at improving core literacy and numeracy skills there are many other aspects of children’s development that contribute to their progress and well-being.

Purleigh School also offers the following support:

Speech and Language

- Ongoing in-class assessment, modelling correct syntax, enriching vocabulary and concepts through structured play and learning experiences.

- Specifically designed small group activities and interventions such as 'Lego Learning' and 'Can I play please?' Listening Skills.
- Referral to Speech and Language Specialist (SaLT). Specially trained SEND LSA using Speech and Language Therapist's Treatment Plan on 1:1 basis.

Positive Behaviour Development

- Consensus concerning classroom conduct; ongoing discussion of issues arising; PSHE lessons focused on specific issues, use of positive behaviour management strategies.
- Small group activities including 'Can I play please?', 'Smart Thinking', 'Bubble Time'.
- 1:1 counselling, progress charts, behaviour monitoring and contracts, Consistent Management Plans. Possible referral to Educational Psychologist/School Paediatrician/ Behaviour Support Service/ Emotional Wellbeing and Mental Health Service.

Emotional Well-being /Social Skills

- Understanding and observation of child's well-being in classroom and play environments by teaching team. Close relationship between home and school with good communication / solution focused discussion should difficulties arise.
- Bubble time, Circle of Friends, Let's Talk About It.
- Social and Emotional Aspects of Learning, Building Self Esteem, puppetry / role play, 1:1 mentoring.

Physical / Medical Needs

We will discuss your child's needs with you prior to your child joining the school and will devise a 'Health Care Plan' with your input and agreement. This document will describe your child's needs and how we will accommodate those needs.

Medication for children with allergies and other chronic conditions is kept in the school office for use if required. **We do not allow nuts to be brought into school under any circumstances.** We have a disabled toilet in the school.

A register of children with chronic medical conditions is circulated and updated each term. Similarly, a photo gallery is maintained in the staffroom. We endeavour to include children with specific physical needs and ongoing medical conditions with all aspects of the primary curriculum. Children who need help to develop fine or gross motor skills or who show signs of developmental dyspraxia will be invited to attend 'Gym Trail' sessions once or twice a week before school. They will also have finger gym activities accessible within the classroom. We may suggest referral to the paediatrician if we continue to be concerned about aspects of physical development.

Working with other professionals

If we feel that we need more information about your child's unique needs we may call on a range of other professionals. We **will always** inform parents / carers if we wish to seek specialist advice and consent will be sought before any form of further action is taken.

We may for instance ask you to approach your G.P. for a referral to the Paediatrician.

We are able to refer directly to the Speech and Language Service. Once your child has been assessed the SaLT will design a treatment plan for them. Parents are expected to fully engage with the treatment process and to practise with their child regularly at home. At school our SEND LSA Speech Specialist will be able to work with your child for short sessions throughout the week.

We are also able to call on expertise available through our local authority. The school has allocated time from the Essex Educational Psychology Team and we can access advice from the Essex SEND inclusion team.

We may involve professionals such as Occupational Therapists (OTs), Physiotherapists (PTs), Physical and Neurological Impairments Specialists (PNIs), the school nurse and the school's Inclusion Partner (IP) and Engagement Facilitator (EF).

We or your GP can also refer to the 'Emotional Wellbeing and Mental Health Service' (EWMHS). EWMHS professionals consult with parents and teachers and will sometimes work with the child on a one to one basis in the school environment if this is preferred.

Joelle Mortimer is our Family Support Worker who is in school on Wednesdays.

List of Partner Agencies:

Agency	Name
Occupational Therapy	Sarah Clark-Mayers
SEND Inclusion Partner	Alice Kavanagh
General and cognitive difficulties	Allison Dutaut
Physical difficulties	Nicky Rollinson / Hannah Westwood
Educational Psychologist	Kirsty Wagner
School nurse	Rebecca Williams
Speech and Language therapist	Eithne Johnston
Emotional Wellbeing and Mental Health Service (EWMHS / CAMHS)	Maite Eguzkitza

What support do we give to children who are having a difficult time emotionally?

We recognise that some pupils with SEND may have emotional and social development needs that will require support in school. The emotional health and wellbeing of all our pupils is of paramount importance to us.

The senior management team, the SENCO and all the teachers and support staff continually monitor the social, emotional and mental wellbeing of all our pupils.

Joelle Mortimer, our family support worker, uses her expertise and experience to support children who are experiencing social and emotional difficulties. This is delivered on a 1:1 basis. Mrs Mortimer also supports and works closely with families, helping them find ways to support their child and deal with situations which may require deeper emotional involvement.

We have a zero-tolerance approach to bullying.

How do we listen to children with SEND?

- Children with SEND are always actively encouraged to be part of the school council and we have had many children with additional needs who have been voted in democratically by their peers and have taken a very active and essential role in providing the voice for their class.
- Children with SEND are actively supported to take part in their Provision Map, One Page Profile and One Plan reviews.

Transition from / to Primary and Secondary School

From Pre-school to Purleigh Primary

We have established an effective transition programme which helps all children. It is particularly beneficial to children who have special needs however. Miss Cook, our EYFS teacher, visits all feeder preschools and meets with parents during the preceding summer term. In the preceding April/May the EYFS team runs a number of afternoon sessions where their next class get used to their new environment and meet, work and play with the teaching team and their buddies in Year 6. Mrs Priest, the SENCO, will meet with parents and preschool teachers to discuss specific needs and prepare a support programme where necessary, so that it is ready for the autumn term.

From Purleigh to Secondary Schools

We have excellent working relationships with all our local secondary schools. Programmes vary but in each case schools welcome us when we ask for additional visits to enable SEND pupils to accustom themselves to the demands of their new environment. Each secondary school sends support specialists to meet with children here at Purleigh during the preceding summer term, and arrange taster sessions and parent evenings to ensure smooth transition.

Complaints about SEND provision

We are committed to having an 'open door' policy; the Head of School (Mr Stotter), class teachers and SENCO are available to parents to discuss concerns. Please contact the office to make an appointment if an in depth discussion is required. We will always do our very best to resolve any situations where a parent is dissatisfied, but if parents feel that their issue is not resolved, they may see a detailed copy of our Complaints Policy on the website.

SEND Governor

Mrs Heidi Cook is our lead SEND governor and is responsible for raising awareness of SEND issues at governing body meetings. She works closely with the SENCO to gain a clear working knowledge of the SEND Code of Practice and be aware of their school's system for SEND provision.

Mrs Cook supports the SENCO to:

- Ensure the school's SEND budget is appropriately allocated to support pupils with SEND.
- Give up-to-date information to the governing body on the quality and effectiveness of SEND and disability provision within the school.
- Help to review the school's policy on provision for pupils with SEND.

Support services available to families

The SENCO will also work with families by sign posting them to outside support such as:

Kids Inspire

01245 348707

Email: admin@kidsinspire.org.uk

Families InFocus

01245 353575

The Yo-Yo project (Chelmsford) Child Bereavement Service

01245 457416

Website: <https://www.farleighhospice.org/contact-us>

Email: yoyoproject@farleighhospice.org

SNAP family support

01277 211300

Helpline: familyteam@snapcharity.org

General Enquiries: info@snapcharity.org

The SENCO also provides information, advice and details of other services available, on the school website, under class pages.

The Local Offer

You are able to find more information about the range of services accessible in our area by clicking on the link below:

<http://www.essexlocaloffer.org.uk>