

**Theydon Bois Primary School - Special Educational Needs and/or Disability
(SEND)**

SEND INFORMATION REPORT: September 2026

Review date: September 2027

This report sets out information about our provision for students with special educational needs and/or disabilities (SEND) and should be read in conjunction with the school's **SEND Policy, Equality Objectives and Accessibility Plan** which are available to view on the school's website.

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Welcome to our SEND Information Report. This document aims to answer your questions about how we support children with special educational needs and disabilities. If you have any further questions, please contact our Special Educational Needs Coordinator (SENCo), **Amy Szwaba** using the contact details above.

1. How does the school identify and assess special educational needs?

We use a graduated approach to identify and assess needs. This begins with high-quality teaching that is differentiated to meet the needs of all pupils. If a child continues to struggle despite this, the class teacher will work with our SENCo to put in place additional support. We use a variety of assessments and observations to understand a child's specific needs and to measure their progress. Parents and the child are involved in this process from the beginning.

2. What kinds of SEND does the school provide for?

We have experience in providing support for a wide range of needs, including:

- **Cognition and Learning:** Specific learning difficulties like dyslexia, general learning difficulties.
- **Communication and Interaction:** Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN).
- **Social, Emotional, and Mental Health:** Anxiety, Attention Deficit Hyperactivity Disorder (ADHD).
- **Sensory and/or Physical Needs:** Visual or hearing impairments, physical disabilities.

3. How does the school's teaching and curriculum adapt to support pupils with SEND?

Our school is an inclusive school and endeavours to meet the needs of all pupils and their families. Our teachers use a range of strategies to adapt teaching and learning for students with SEND. This includes providing visual aids, breaking down tasks, using assistive technology, and offering small group and/or 1:1 interventions. We believe in providing an inclusive curriculum that allows all pupils to access learning and achieve their potential. The range of support the school can offer will be tailored to individual needs following assessments by internal and / or external agencies.

4. How does the school evaluate the effectiveness of its SEND provision?

We regularly review the progress of all pupils with SEND. Class teachers meet with parents at least **three times a year** to discuss their child's support plan (One Plan or Additional Support Plan - ASP), review progress, and set new targets. The impact of interventions is monitored through tracking data and observations. This helps us ensure that the support we provide is having a positive impact.

5. How does the school ensure that pupils with SEND are included in all school activities?

We are committed to ensuring that all pupils, regardless of their needs, can participate in all aspects of school life. We make reasonable adjustments to ensure that pupils with SEND can participate in school trips, extracurricular clubs, and school events. We work closely with parents to plan for these activities and address any concerns.

6. What training do staff have to support pupils with SEND?

Our staff regularly receive training on a variety of SEND topics to ensure that teachers and learning support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. The SENCo is part of the Senior Management Team and is an experienced teacher; she has extensive knowledge of current local and national initiatives, interventions and policies that support pupils who have a range of needs; she provides advice for staff and parents and she provides and co-ordinates the provision of SEND training. We have dedicated Speech and Language Therapy Learning Support Assistants who have received additional training to support pupils' communication and interaction needs.

7. What support is available for a child's emotional and social development?

We have a strong pastoral care system. We have a dedicated Emotional Literacy Support Assistant (ELSA) who provides one-to-one or small group support for pupils. We also work with Pets As Therapy, welcoming a therapy dog, Rafi, into school weekly to build pupils' confidence and wellbeing through regular reading sessions. Furthermore, we work with external agencies to provide support for pupils' mental health and wellbeing, directly with the

pupils as well as providing support to parents with supporting their child's needs at home (MIND in West Essex).

8. How does the school support pupils during transitions?

We understand that transitions can be challenging. Transition plans are organised, where appropriate, for pupils requiring support transferring from class to class, pre-school to primary or primary to secondary school. In some cases, additional visits are organised and familiar staff accompany pupils to their new schools. We recognise that a smooth transition is important for all pupils, especially for those pupils with SEND.

9. What other services does the school work with?

The school is a member of Epping Forest Schools Partnership Trust (EFSPT) which provides a network of support and access to a range of resources and professional advice for all pupils including those with SEND. These include;

- Counselling
- Family Support
- Educational Psychology
- Speech and Language Therapy

The school also works closely with a range of professionals from outside agencies. These include;

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologist
- School Nurse/Health Visitor
- Specialist Teaching Teams
- EWMHS (Emotional Wellbeing & Mental Health Services)
- SAS (Statutory Assessment Service)
- Essex Child and Family Wellbeing Services
- MIND in West Essex

10. What should I do if I have a complaint about my child's SEND provision?

We encourage you to first speak to the class teacher and then the SENCo to resolve any concerns. If you are still not satisfied, you can refer to the **EFSPT's Complaints Policy** which is available on our website.

11. Where can I find more information?

The Local Offer provides information on services and support for children and young people with SEND from birth to 25.

For more information regarding the Essex Local Offer please visit:

<https://send.essex.gov.uk/>

For independent advice and support visit:

<https://www.essexsendiass.co.uk/>