Howbridge C. of E. Junior School

SEND Information Report 2026-2027

Together We Shine

At Howbridge Junior School, our whole community of children, parents, staff and governors come together so that we can live out the words of the gospel according to Matthew, 5:16, in our everyday lives:

'Your light must shine before people so that they will see the good things that you do'.

At our school, we embrace and celebrate the individuality of each person, understanding that every student brings their own unique qualities and experiences. At the same time, we cherish the sense of community and common good that arises when we come together as one school family.

We are proud to be an inclusive school, dedicated to meeting the diverse needs of all students and their families, including those with special educational needs or disabilities. We hold a shared expectation that every student, regardless of their unique challenges or needs, should receive inclusive teaching and support. This approach ensures that each pupil can make the best possible progress, while also feeling valued and integral to our vibrant school community.

'The school has effective processes in place to support the identification of any pupils with special educational needs and/or disabilities (SEND). Pupils with SEND learn the same curriculum as their classmates, sometimes with adapted tasks or additional adult support.' OFSTED Nov 2023

'The rich curriculum enables pupils to shine, whatever their starting point. This is especially true for those who have special educational needs and/or disabilities.' SIAMS Nov 24

At Howbridge, we value the importance of smooth transitions for children, particularly those with Special Educational Needs and Disabilities (SEND). It outlines key practices that are implemented to ensure successful transitions, whether it involves moving to a new class within the same school or transferring to a new school altogether.

Key practices include:

1. **Transition Review Meetings**: Parents, children, the new class teacher, and the Inclusion Lead meet to discuss the child's specific needs and ensure appropriate support.
2. **Opportunities for Visits**: Children are given opportunities to visit their new class or school ahead of the transition, helping them become familiar with the environment.
3. **Sharing Information**: When transitioning to a new school, all relevant information and records are shared, ensuring the new school is aware of the child's needs and any necessary support structures.
4. **Additional Familiarisation**: Extra visits are sometimes arranged to help the child get acquainted with the new school's staff and layout, ensuring a smoother adjustment.

These practices are designed to provide continuity, reduce anxiety, and support the child's emotional and academic development during transitions.

Parents are encouraged to contact the school office to arrange a tour of the school and a meeting with the Inclusion Lead to discuss how the school could meet your child's needs.

Further Information:

A range of policies are available on the school's website, or we can provide copies on request. These include: SEND Policy; Complaints Procedure; Behaviour and Relationships Policy, Child Protection Policy, Accessibility Policy.

For information on the Essex Local Offer, please visit:

About | Essex Local Offer

For further information about SEND at Howbridge, or to speak to the Inclusion Lead, please contact the office by phone: 01376 501648 or by email: senco.howbridge@dcvst.org.

Who is responsible for children with Special Educational Needs or Disabilities (SEND) at our school and what expertise do they have?

Ms Lucie Levett is responsible for the day-to-day management of the school, including the provision for pupils with SEND.

Inclusion Lead:

Our Inclusion Lead is Mrs Xanthe Glynn, she is responsible for co-ordinating the support for children with SEND, including: working with parents to ensure they are fully involved with their child's learning, tracking children's progress, providing advice and training so that all members of staff are skilled and confident in meeting a range of needs.

Class Teachers: Our class teachers are responsible for: adapting the curriculum to respond to the strengths and needs of any pupil with SEND in their class, ensuring quality first teaching and differentiation for pupils with SEND, checking on the progress of your child, and identifying, planning and delivering additional support following the ***Graduated Approach*** for supporting children with additional needs.

Learning Support Assistants (LSAs): Our team of LSAs are appropriately prepared and trained to support the curriculum and children with SEND. They strive to provide support which promotes pupils' independence, pupils' thinking skills and increase self-esteem.

The SEND Governors: Mrs Sunny Cooper and Mr Daniel Oliver are responsible for supporting the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

All members of staff take part in an ongoing programme of training 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 SEN.

How does the school identify children who may have SEND as early as possible? Our class teachers get to know all the children in their class and carefully monitor their progress. If a child is experiencing difficulties in any area of their learning, the teacher will talk with parents or carers to discuss any concerns and consider the next steps. Advice may also be sought from our Inclusion Lead. If, despite additional support, a child continues to need help that is beyond what is normally available to other children of the same age, it may be identified that they have SEND. Parents and carers are kept informed about their child's progress in school, and their knowledge and understanding of their child are valued when planning the most appropriate next steps.

How does the school support children with SEND? At Howbridge School, we use a wide range of approaches to support pupils with SEND so that they can thrive, achieve their potential and develop independence. This will include ensuring that teachers have the highest expectations for all children in their class and use different ways of teaching so that all children are fully involved in their learning. Depending on a child's needs, this also may include:

- Access to the Life Learning Space. This is an area where a complementary curriculum is delivered to support children in continuing to flourish and make progress in their learning.
- Individual work with an adult on targets set on the child's One Plan.
- Working with an adult in a small group of pupils with similar levels of achievement or needs on targets set on a child's plan. (These are usually called 'Intervention groups')
- Liaison with health and social care colleagues, for example, Speech and Language Therapists, Educational Psychologists, Paediatricians, Occupational Health and the Child and Mental Health Service (CAMHS).
- Use of the Specialist Teacher Team.
- Use of quality resources to support learning for example, finger gym, Numicon, reading and writing resources, social skills resources, games, ICT and other specialist equipment, such as weighted lap supports, and sit and move cushions, standing desks.
- Half-termly parent drop in mornings with the SEND and Pastoral Lead.
- The school offers workshops for parents on areas such as ASD and ADHD, providing advice, strategies and support to help parents meet their child's needs and promote successful outcomes at home.

What should I do if I think my child may have SEND? If you have concerns that your child may have a Special Educational Need or Disability that has not yet been identified, please speak to your child's class teacher in the first instance. The Inclusion Lead will then offer additional support if necessary. We will listen to your concerns, discuss them with you and explain any next steps. Working in partnership with your child's teachers is often the best way to address concerns and ensure that appropriate support is put in place. We believe that strong home-school communication helps children make the best possible progress.

How are parents/carers encouraged to take an active role in supporting our children? Parents and carers are kept fully informed about the support in place for their child and are encouraged to play an active role in planning and reviewing that support. Where a child has SEND, we work closely with parents and carers to agree targets and regularly review the progress made towards them. We meet with parents/carers at least three times per year, but this may be more frequent depending on individual children's needs.

We also offer parents:

- Two parent/teacher consultations per year.
- A written report each year.
- Half-termly parent drop in sessions with the SEND and Pastoral Lead
- Home/school liaison books for pupils with complex needs.
- An 'open door' approach, encouraging parents and carers to speak with their child's class teacher, the Inclusion Lead or the Headteacher whenever they have questions or concerns.

- The school offers workshops for parents on areas such as ASD and ADHD, providing advice, strategies and support to help parents meet their child's needs and promote successful outcomes at home.

Ordinarily Available (OA) The Ordinarily Available (OA) is a set of recommendations bringing together best practices from across Essex schools. It covers the expectations for provision and practice in all early years, mainstream and Post 16 schools and settings. It outlines what children and young people with SEND and their families can expect to be normally, or 'ordinarily', available to them without specialist support.

Graduated Approach (GA) This **graduated approach** (sometimes referred to as '**One Planning**') should be used to identify each individual need and provision put in place to support and ensure progress and full potential is being met. One Planning is a term generally used by Essex education settings and follows the graduated approach of assess, plan, do & review, as outlined in the SEND Code of Practice 2014.