



SEND INFORMATION REPORT

School Offer for Special Education Needs and Disability- September 2026

The Robert Drake Primary School is an active member of the local **BATIC (Benfleet and Thundersley Inter-Cluster)** group of schools. All of the schools in the group work closely together and are committed to providing high quality education for all pupils with special educational needs and disabilities. Local provision is very similar as no one school has a particular specialism in relation to special educational needs.

Please note: where the term parents is used this includes carers. Feedback from parents and governors at the review of this document requested that key information is highlighted in blue.

REQUIREMENT	Our school's response to SEND requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
School Ethos for Special Educational Needs and Disability- SEND (non-statutory)	To provide a stimulating environment which enables all pupils to enjoy their learning and reach their individual potential. We are an inclusive school and will take appropriate steps to make adaptations	<u>The school makes reasonable adjustments, as required, to meet the needs of individual pupils.</u> <u>The school meets the needs of individual pupils within the four broad areas</u>	We value the contributions made by all pupils, parents and professionals to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school of life, ensuring they realise their maximum potential.	Parents are able to: - Visit the school to meet with the Special Educational Needs Co-ordinator (SENCO) and/or Co-Headteachers.

	where possible, and provide facilities to enable all pupils to access every-day school life and the school environment.	<u>of need stated in the SEND Code Of Practice:</u> • Communication and Interaction, • Cognition and Learning, • Social, Emotional and Mental Health Difficulties, • Sensory or Physical Needs.	We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability. We create a happy, caring community where all feel valued and secure.	- Discuss information about different partnerships and professional services - Find out about resources and provision provided within the school - Look at our website - Have access to our documents, i.e., Special Educational Needs (SEND) Policy, Parent SEND Information leaflet, Admissions Policy and Home School Agreement.
<u>PARTNERSHIP ETHOS WITH THE SCHOOL</u>	Our school's response to SEND requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
1. The arrangements for consulting parents of pupils with special educational needs.	The school has an open door policy for parents to arrange structured conversations with teachers and staff about the well-being and progress of their child.	There is a clear policy in place for parents to be involved within school. Parents will be consulted at the review of the SEND Policy and their views taken into account. This includes parents, SEND Governor, SENCO and	We work hard to include parents in their pupils' education. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. We welcome the involvement of parents supporting at home, in class and on educational visits. The SEND and Equality Governors Report to the Governing Body.	There is: - An open door policy - Strong communication links with class teacher, SENCO, Teaching Assistants (LSAs) and Co-Headteachers. - On site access to other professionals including counsellors.

		any other relevant outside agencies. Relevant policies.¹ Regular SEND coffee morning with guest speakers. Regular SEND section on the school's newsletter.	Opportunities for involvement include: home/school links. Pre-school and secondary school links. Baseline assessment on entry. Class based observations, work sampling, support groups. We encourage regular contact (at least termly) with the SENCO and class teacher; regular liaison with and information sharing with other involved professionals. Sharing up to date assessment information as well as The One Plan. Referrals may include contacting the School Nurse team, Social Care, Counsellors, Speech Therapists, Educational Psychologists, Occupational Therapists Accessibility plan and budget reviewed regularly to ensure the school building is accessible and well maintained.	- Signposting to relevant agencies to meet the needs of individual pupils. - Access to a range of interventions to support a pupil socially and academically.
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¹ See Code of Practice 2014 on parental and young person's involvement and the role of governors

2. The arrangements for consulting young people with special educational needs about, and involving them in, their education.	All pupils are actively encouraged to participate fully in the life of the classroom and the school. All pupils are democratically elected onto the School Council and represented.	Through regular monitoring and review all pupils contribute their views regarding their progress and well-being in school. They participate in Pupil Surveys and their views are taken into account and appropriately responded to. They are involved in decision making in Class and School Council meetings.	Staff and pupils have age appropriate conversations about next steps of learning, progress, and outcomes. These often take place after interventions. Rewards and sticker charts are used to support and promote positive learning behaviour and progress. All pupils have equal opportunity to participate in the whole curriculum. There are opportunities, when needed, to take part in social and communication groups. The School Council is inclusive and all pupils have the opportunity to be actively involved in the life of the school, e.g., celebrations, including assemblies. Pupils are involved in the setting and review of next steps of learning and also have the opportunity and time to respond to them. Pupils also contribute to their own, longer term, outcomes. The school works within the assess, plan, do, review cycle. Provision of additional direct support or small group visits to prepare for transition to secondary school.	We are proud of our caring ethos and the high level of support that we provide, with high expectations and mutual respect. There are opportunities for: - Pupils to gain in confidence and flourish. - Achievements, however small, to be celebrated.
3. The name and contact details of the SEND	The details of the SENCO are readily available. The	The SENCO has BA (Hons) degree in Primary	Mrs C. Malyan works two days each week as SENCO (Monday and	Contact: Mrs C. Malyan, SENCO

Co-ordinator.	SENCO has access to and knowledge of the available resources for SEND.	Teaching with Maths and holds qualified teacher status. The SENCO will be starting the new NPQ SENCO qualification in October 2027. The SENCO is involved in the setting of the SEND Budget and the devolvement of resources, human and physical. Relevant policy²	Tuesday) and is contactable, in person and/or by telephone. She is a respected, knowledgeable and experienced member of staff. She plays a key role in the life of the school, regularly meeting with senior staff, teachers, teaching assistants, families, named Governors and professionals. She identifies training opportunities and monitors the quality and impact of interventions. With the Co-Headteachers and Finance Officer, she is responsible for managing the SEND Budget as well as determining the strategic development of SEND policy and provision with the Headteacher and Governors. For the days that Mrs Malyan is not available, Mrs P. Coe who is a Co-Headteacher and also a qualified SENCO will be contactable, in person and/or by telephone.	Contact: School Office 8.30am-4.00pm Monday to Friday 01268 754124 office@robertdrake.essex.sch.uk www.robertdrake.co.uk
4. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	There is a clear process in place to handle complaints. See Complaints Procedure. The school aims to address problems as they arise, so they do not become complaints, therefore trying to achieve positive outcomes.	The Complaints Policy outlines clearly the process for parents to complain and how the complaint will be handled. The school always readily listens to parents' views; and there is a culture of accepting complaints as	There is an open door policy to make arrangements to see the class teacher, SENCO or Co-Headteachers. The school aims to resolve any issues swiftly, in person, generally coming to a mutual understanding and agreement. The Complaints Policy can be found on the website or is available from the School Office on request.	The school is happy for parents to discuss any concerns or worries they may have. First point of contact will be the class teacher. Parents can read and follow our Complaints Policy on the school website.

² Code of Practice 2014. National requirement for SENCOs to be a qualified teacher- SENCO regulations.

		helping to improve the service. Relevant Policies ³	www.robertdrake.co.uk	Parents can also contact SEND (Local authority special educational needs and disabilities department).
5. Information on where the local authority's local offer is published.	The Local Offer from Essex County Council can be found on their website. www.essexlocaloffer.org.uk	The school will be able to direct parents to The Local Offer and make them aware of how this fits into our School Offer. www.robertdrake.co.uk Relevant Policies ⁴	Contact: SEND at Ely House, Ely Way, Basildon, Essex. SS14 2BQ. 01268 739151	The school will inform parents on The Local Offer and provide contact details for: Essex County Council website: www.essexlocaloffer.org.uk SEND at Ely House, Ely Way, Basildon, Essex. SS14 2BQ. 01268 739151
<u>IDENTIFICATION AND EARLY INTERVENTION</u>	Our school's response to SEND requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
6. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have Education Health Care Plans (EHCP), including	There are processes in place for the identification and assessment of SEND. All interventions used are evidence based.	Robert Drake has a graduated response in place for the identification and assessment of pupils falling behind age appropriate expectations, as found in the Code of Practice 2014.	The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice. Essex Provision Guidance is followed.	We regularly monitor and assess pupils' learning and progress and discuss this, at least termly, with parents. We have a large range of additional interventions to support pupils' learning and

³ Guidance on School Governance and Complaints, Code of Practice, SEND Policy and Report to Governors, Equality Act and Duties

⁴ Local Offer regulations and guidance

how the school evaluates the effectiveness of its provision for such pupils.	All processes are in place for pupils that have EHCPs. Pupil Premium funding is deployed in order to achieve maximum impact and is effectively monitored and reviewed. Links are made between SEND and Pupil Premium provision in line with the delegated SEND budget.	A range of interventions are in place for each year group to meet the needs of individuals and small groups, with targeted support to increase both academic progress and social outcomes. There are clear systems in place for evaluating interventions and their impact on pupil progress. Relevant Policies⁵	Transition arrangements, for pupils joining Early Years Foundation Stage (EYFS) are robust and the SENCO and class teacher are closely involved where additional needs are made apparent. The school believes that parents and pre-schools have a responsibility to liaise with us. A range of assessments and interventions are scrutinised to measure impact and progress. Interventions have a pre and post assessment measure, whether qualitative or quantitative ('Aspects of Engagement' and National Curriculum 2014). Provision beyond the normal, classroom approaches and learning arrangements take the form of a high quality, personalised teaching and learning approach. This includes supporting any barriers to learning relating to social, emotional and well-being needs. A One Plan is developed in collaboration with staff, specialists, other professionals, the child and their family. Progress is reviewed at least termly and adaptations to the support provided are made as required. Plans relate to a clear SMART (Specific, Measurable,	development, including social and emotional support programmes. A comprehensive transition programme supports pupils. Families are encouraged to liaise with the school and form a strong partnership to meet the needs of the child. All pupils with SEND and/or disability take part in all aspects of school life including out of school activities where possible. High Quality Teaching Checklists are used for assessment purposes. All pupils have participated in a full range of opportunities and events arranged by the school, including educational visits.
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⁵ Code of Practice; sections on schools and EHC Plans. Pupil premium guidance, Ofsted guidance on progression, banding guidance, links to school's overall use of budget.

			Attainable, Relevant and Timely) set of expected outcomes designed to stretch the child's learning and development. The quality, appropriateness and impact of the overall provision are also kept under regular review. Schools have funding identified within their overall budget to provide high quality, appropriate support. More extensive support will require additional core funding. At this point, an assessment of Educational, Health and Care needs will be undertaken by the Local Authority and an EHCP developed. This should take no more than 20 weeks. The school, child and their family will be fully involved in this process. Pupil Premium funding is also deployed in order to achieve maximum impact and is reported termly to Governors. The annual statement is available on the school website.	
7. Information on the kinds of special education provision made in the school.	There is a range of SEND provision available at The Robert Drake Primary School, eg, educational psychologists that visit the school. The school can draw on staff with specific	Definitions of SEND provision are confirmed in the Code of Practice and are referred to regularly by the school.	The SENCO is experienced and knowledgeable. There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. The SENCO, senior staff and Governors are	Parents can talk to us about a range of services available to support their child. Parents can tell us when their child has a medical or specialist appointment and

	expertise to meet the needs of the child.		committed to providing necessary support and training. Attendance at courses and training opportunities are discussed and reported on a termly basis in the Co-Headteacher's Report to governors. We have a strong partnership with the BATIC (Benfleet and Thundersley Inter-cluster) schools including sharing expertise and resources. The SENCO makes contact with specialist teachers as required. Teachers will request hearing, sight and speech assessments as the needs arise. We ensure that we purchase quality resources to support learning, i.e., Finger Gym, computing packages, reading resources, games, writing slopes and other specialist equipment. At any time according to need, a combination of a range interventions and strategies may be in place. Training for staff, and provision for pupils, is implemented (from a range of resources within school and outside agencies) as and when individual needs arise, to ensure positive outcomes for all.	ensure that we receive a copy of any report. Parents should share their ideas with the school. Contact: SEND (03330 134751) School Nurse (0300 2470013) IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk (01799 582030) Essex SEND IAS Service (Information, Advice and Support Services) 0808 80835555 www.contact.org.uk essexlocaloffer.org.uk Parents should make sure that their child attends school regularly.
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8. Information about the expertise and training of staff in relation to pupils and young people with special educational needs and about how specialist expertise will be secured.	There is a range of SEND expertise in school. Staff are suitably supported with a range of strategies to meet the needs of all pupils. The school has a system in place for triggering additional support in school and being able to access specialist local resources. The school provides opportunities for staff CPD to cater for current provision and fill any gaps in specialist support.	The school's approach to SEND includes: access to specialist resources, deployment of TAs to support individuals and targeted groups promoting independent learning. ⁶Relevant Policies	The professional development plan for SEND is part of the overall School Development Plan which is regularly reviewed by Governors. The SENCO will make contact with any additional services required. Further to the above, learning support assistants are employed and trained to support SEND, including: Speaking and Listening intervention, Learning Mentors, Narrative Therapy and phonics. This is not an exhaustive list. Half termly meetings with LSA's that support pupils with complex needs.	Parents can talk to us about a range of services available to support their child. Contact the School Nurse team on (0300 2470013) Parents are encouraged to attend review meetings. Appropriate staff training is provided to meet the needs of individual children.
QUALITY FIRST TEACHING AND PERSONALISATION	Our school's response to SEND requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
9. Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to	The school uses a range of tracking systems in respect of pupils with SEND. This is used in discussion with parents and young people.	The Robert Drake Primary School has a clear framework for the assessment of pupils they suspect are falling into the SEND category.	See SEND Policy. See Accessibility Plan. See Teaching and Learning Policy. See sections 6, 7 and 8 of this document. Talk to SENCO and Co-Headteachers.	Parents can ask the Co-Headteachers and SENCO about school performance and pupil progress. Year on year, pupils identified with particular

⁶ Code of Practice, relevant banding requirements from the LA, specific resources connected to delivering EHC Plans, school's role in relation to Local Offer, consideration of online resources.

curriculum, additional support and wider support.	There is provision in place when interventions need to be escalated. There is also provision available for supporting emotional needs and wider engagement.	We are focused on ensuring that the School Offer is of high standards and meets the needs of pupils who are falling behind. We are clear about how additional support is triggered and how progress is going to be assessed. Interventions are assessed for their effectiveness. Relevant policies⁷	The SENCO attends termly pupil progress meetings with the Co-Headteachers and class teachers. Feedback from interventions to identify next steps. Data including: Sonar, Inspection Dashboard Summary Report (IDSR), Specialist Teacher reports, Consultant visit notes, monitoring and observation files.	needs, attain well compared with the national picture. See website information relating to Pupil Premium Funding, SEND Policy and Equality Policy. See website photographs that show pupils enjoying and achieving (spiritual, moral, social and cultural development). Visit the school.
10. Information about how equipment and facilities to support pupils and young people with special educational needs will be secured.	There is an up to date access plan in place.	The school is able to provide a good level of access and equipment for the pupils in the school. We can demonstrate our awareness of basic access needs, making reasonable adjustments and how these will be secured. Relevant policies⁸	See relevant policies, i.e., Accessibility, Equality, SEND, and Pupil Premium. These are available on request or on school website. See SEND Development Plan. SEND Governor visit reports. Co-Headteacher reports to Governing Body and minutes of meetings, School Development Plan.	Parents are able to visit the school to look at our wide range of resources. Parents can meet with the SENCO and/or Co-Headteachers. See website and School Offer leaflet. Governors are committed to ensuring that all pupils with SEND and/or disability take part in all aspects of school

⁷ Code of Practice (as above), pupil tracking data.

⁸ Auxiliary aid requirements, Equalities Commission guidance, Equality Act access plans, Code of Practice, personal budget guidance, approach regulations and code.

				life, including out of school activities. To date, all pupils have participated in the full range of opportunities and events arranged by the school, including educational visits.
EARLY INTERVENTION AND THE EDUCATION HEALTH AND CARE PLAN	Our school's response to SEND requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
11. How the Governing Body involves health and social care bodies, Local Authority support services and other bodies in meeting the needs of pupils with SEND.	Arrangements are in place for those with and without EHCPs to get additional support from outside the school including relevant health and social care bodies.	Relevant Policies- SEND Code of Practice 2014, Health and Social Care as required.	Policies are available on request. The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive. The SENCO to signpost, recommend and instigate links to services to meet identified needs. The SENCO and Co-Headteachers complete an annual SEND School Development Plan which identifies focus/needs. SEND Governor visits and reports to the Governing Body. Co-Headteachers report to Governing Body.	The Governing Body is committed to meeting the aims of the school's SEND Policy. Our Mission Statement is explicit and we manage the school's budget to ensure best value and an effective use of resources. Contact the School Office for further signposting.
12. The contact details of support services for the	Other information is readily available	The school ensures that there is a clear narrative	Signposted by SENCO - Essex Local Offer, the school nurse team and	Access website for advice and information.

parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.		about other support services available with or without an EHCP.	health, GP surgery, other relevant outside agencies.	
13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	The school has transition arrangements in place to support pupils when changing schools. The school has arrangements in place for contact between Social Care and other services.	SEN Code of Practice 2014 Social Care legislation	Shared visits including parents and pupils. Attendance of SENCO and/or Co-Headteachers to key meetings (school, health and social care). Liaison meetings to transfer information. Paperwork handover. Transition induction process. The SENCO, or other relevant staff, may accompany parents to meetings including health. Year 6 transition visits to secondary school. Year group transition meetings. Sharing of One Plan information and assessments. Meeting with parents.	We share a common interest in the learning, development and well-being of the pupil. The relationship between primary and secondary schools is strong. There are numerous and varied opportunities for parents and their child to visit and prepare for transition. Talk to the SENCO/Co-Headteachers. Discuss relevant social stories with your child.

