SEND information report for Great Berry Primary School 2026-2027

All Basildon school have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of the pupils with a Special Educational Need/s and or disability being met in a mainstream setting wherever possible.

School based information	People	Summary of responsibilities
Who are the best people to speak to at Great Berry Primary about my child's difficulties with learning / Special Educational Needs / Disability (SEND)?	Class teacher	He / she is responsibility for: Ensuring that all children have access to high quality first teaching and that the curriculum is scaffolded to meet your child's individual needs Monitoring the progress of your child and identifying, planning and delivering any additional help your child might need (e.g. additional support, adapting resources) and discussing these with the SENCO and Inclusion Manager as necessary Writing learning targets and sharing and discussing these with parents and planning for the next term. Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and the specific adjustments that need to be made to enable them to be integrated and make progress. Ensuring that all staff working with your child in school are supported in delivering the planned work for your child so they can reach their full potential. This may involve the use of additional adults, outside specialist help or specially planned work and resources. Ensuring that the school's SEND Policy is followed in the classroom.
	Special Educational Needs Coordinator (SENCO)	**Mrs Wallace** is responsible for: Coordinating all of the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to ensure all children receive a consistent, high quality response to meeting their needs in school. Ensuring that parents/carers are involved in supporting their child's learning. Ensuring that parents/carers are kept informed about the support their child is receiving. Ensuring that parents are involved in reviewing their child's progress. Ensuring that parents are part of planning ahead for their child.

		Liaising with all other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapists, Occupational Therapists (OT), Educational Psychologists (EP) and informing parents of this. To provide specialist support for teachers and support staff at Great Berry so they can help your child to reach their full potential.	
	Learning Assistant (LA) may be allocated to some pupils with SEN and/or disabilities.	To support your child's class teacher to write targets for your child to achieve. To organise staff training for Great Berry staff so they are aware and confident about how to meet the needs of your child. **Learning Assistant** (LA) may be allocated to a pupil with exceptional special needs and/or disabilities, where funding has been agreed.	
	Headteacher	**Mr Pye** is responsible for: The day to day management of all aspects of Great Berry Primary School, this includes the support for children with SEN and/or disabilities. He will give the responsibility to the SENCO and Inclusion Manager and class teacher but is still responsible for ensuring that your child's needs are met. He must ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.	
	SEND Governor	**Mrs Sawyer** is responsible for: Ensuring that Great Berry Primary School has an up to date SEND Policy. Ensuring that Great Berry Primary School has appropriate provision and has made the necessary adaptations to meet the needs of all children in the school Ensuring that the necessary support is made for any child who attends Great Berry Primary School who has SEN and/or disabilities Making visits to monitor the support given to the child with SEND at Great Berry Primary School and being part of the process to ensure your child reaches their full potential.	
	Types of Support	**What would this mean for your child?**	**Who is entitled to this support?**
What are the different types of support available	Class teacher support via high quality	The teacher will have the highest possible expectations for your child and all pupils in their class.	All children in school receive this

for children with SEND (special educational needs and disabilities at Great Berry Primary School?	classroom teaching	All teaching is based on building what your child already knows, can do and can understand. Putting in place different ways of teaching so that your child is fully involved in learning in class where possible e.g. using more practical equipment, using differentiated resources. Putting in place specific strategies, which maybe suggested by the SENCO and Inclusion Manager or from outside agencies to enable your child to access the curriculum.	
	Specific small group work / Intervention Groups	Your child's teacher will have carefully monitored your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. He/she will plan sessions for your child with targets to help your child to make more progress A teaching assistant / teacher / SENCO and Inclusion Manager will run these small group sessions using the teacher's plans or a recommended programme. The resources your child may access could include: Gym Trail, Numicon, Musical communication, extra Phonics teaching, Social skills group.	Any child who has specific gaps in their understanding of a subject / area of learning. Some of the children accessing intervention groups may be at the stage where they have been identified by the class teacher as needing some extra support in school. This will be monitored by the class teacher and SENCO and Inclusion Manager and discussed with the Phase Leader at termly Pupil Progress meetings / Head teacher.
	Outside agencies This may be from: Local Authority Specialist teacher team	If your child has been identified as needing more specific input instead of or in addition to good or outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support Great Berry in enabling your child to make	Children who have additional needs that are: Severe, complex and lifelong Has a need for an EHCP

	such as ASD, HI or VI. Outside agencies such as the Speech and Language therapy service, Occupational Therapy service, Physiotherapy.	progress. Before referrals are made the SENCO and Inclusion Manager will discuss your child's progress with you and together we will plan possible ways forward If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, Education Psychologist, Occupational Therapist. This will help Great Berry and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. musical communication The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and which strategies will be put in place. If we, at Great Berry, feel that your child needs more support in school to	assessment.

		make good progress, we will discuss with all parties involved in making a request for an EHCP assessment (Education, Health and Care Plan). If this is not the case, the outside agencies will ask the school to continue with the support at SEND support. The EHC Plan will outline the outcomes and aspirations for your child. It will also outline the support your child will receive with specific strategies. There may be an additional adult to support your child with whole class learning, run individual programmes or deliver small group (including your child) booster sessions.	
How will we support your child with identified special needs who is starting at Great Berry?		Your will be invited to tour our school with your child and this will also give you an opportunity to speak to the SENCO. If other professionals are involved, the SENCO and Inclusion Manager will meet or contact them to discuss your child's needs, share strategies, and ensure provision is in place prior to your child starting Great Berry. Depending on your child's needs the SENCO and Inclusion Manager may suggest transition visits or adaptations to the settling in period to help your child settle more easily. If your child is to have additional, individual adult support the SENCO and Inclusion Manager will arrange times when they can meet you and your child to get to know each other. When your child leaves Great Berry at the end of Year 6, or at any point in their time at our school the SENCO and Inclusion Manager will arrange transition meetings with the new setting.	
How can I let school know I am concerned about my child's progress at Great Berry?		If you have concerns about your child's progress you should speak to your child's teacher initially. If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher or SENCO.	

	If you are still not happy you can speak to the SEND Governor.	
How will Great Berry let me know if they have any concerns about my child's learning in school?	When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. Our school also has pupil progress meetings every term between each class teacher and their phase leader and the Headteacher to ensure all children are making good progress. This is another way your child may be identified as not making expected progress. At Great Berry we use Insight as a way of measuring progress. If your child is then identified as not making expected progress we will discuss with you how we are going to monitor this and which interventions we will put in place where appropriate. If your child is still not making the expected progress the class teacher and / or SENCO and Inclusion Manager will discuss with you any concerns we may have, any further interventions or referrals to outside agencies to support your child's additional needs and how we can all work together to support your child at home / school.	
How is extra support allocated to children and how to they move between the different levels?	The school budget, received from the LA (Local Authority), includes money for supporting children with SEND. The Headteacher decides on a budget for SEND in consultation with the Governors, based on the additional needs of the children currently at Great Berry. The Headteacher and the SENCO and Inclusion Manager discuss all the information they have about SEND at Great Berry, including children who are already receiving extra support, the children needing support and the children who have been identified as not making the expected progress. They decide which resources and support is needed. All resources / training and support are reviewed regularly and changes are made when needed.	
Who are the other people providing services to children with SEND at Great Berry?	Directly funded by Great Berry	Counsellor (part time) Experienced SENCo
	Paid for centrally by the Local Authority but delivered at Great Berry	Educational Psychology Service Specialist Teacher Team

	Provided and funded by the Health Service but delivered at Great Berry	For children who have medical needs the SENCO and Inclusion Manager arranges meetings with parents to complete Health Care Plans. The school nursing team and other specific medical teams are also involved in writing Health Care Plans. For children on medication including children with allergies the SENDCo and Inclusion Manager writes Health Care Plans Speech and Language Therapy Occupational Therapy Professional training for school staff to deliver medical interventions School Nurse Team
How are the adults in school helped to work with children with SEND and what training do they have?	The SENCO's role is support the class teacher in planning for children with SEND. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as, ASD, persistent literacy difficulties etc. Whole school training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses organised by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD specialist teacher team, sensory training from the Occupational Therapist or medical / health training to support staff in implementing care plans. Training takes place on a regular basis. If you further information about the current training which is taking place by members of staff at Great Berry please speak to the Headteacher or SENCO.	
How will the teaching be adapted for my child with addition needs / SEND?	Class teachers plan lessons according to the specific needs of all children in their class or set, and will ensure that the tasks given to your child and available scaffolding enables them to learn as independently as possible. Specially trained support staff can implement the teachers modified / adapted planning to	

	support the additional needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups e.g. Access plan including disabled toilets, Equality Policy, Behaviour charts / rewards, Visual timetables, Left-handed scissors, Writing slope, Finger gym box, Gym trail resources, A variety of reading materials, Interactive whiteboards, Social stories, Coloured overlays / coloured paper, Communicate in Print, Little Explorers/ Tiny Explorers (SEND designated room/ sensory area). Planning and teaching will be adapted on a daily basis if needed to meet your child's additional needs.
How will Great Berry measure the progress of my child in school? How will I know about this?	Your child's progress is continually monitored by his / her class teacher. His / her progress is reviewed formally every term and progress is recorded on Insight for reading, writing and Maths. Progress in other areas may also be recorded if your child is working on the Engagement Model or Pre-Key Stage standards. If your child is in Year 1 your child will do the Phonics Screening check in June, if we feel they are able to take part in this assessment. If your child is in Year 4 your child will do the Multiplication tables check in June, if we feel they are able to take part in this assessment. At the end of each Key Stage 2 (Year 6) all children are required (if appropriate) to be formally assessed using Standard Assessment Tests (SATs). This is an assessment the government requires all schools to do and the school's results are published nationally. The parents of children on SEND support will meet with their child's teacher each term to discuss their child's progress and plan for the future. The progress of children with a statement or EHC plan is formally reviewed at an Annual Review with all adults involved in the child's education. The SENCO and Inclusion Manager will also check that your child is making progress with any individual work and in any groups that they take part in. A range of ways will be used to keep you informed, which may include: Home/school book, letters / certificates, Sunshine badges, additional meetings as required, reports, rewards and celebrations.
What support does Great Berry have for you as a	At Great Berry we encourage you to talk to your child's teacher, SENCO and Inclusion

parent of a child with SEND?	Manager or LA regularly so we know what they are doing at home and we call tell you about what we are doing in school. This is to ensure that we are all doing similar things to support your child at home and school and can share what is working well in both settings. If you wish to see your child's class teacher you can leave a message at reception and the teacher will contact you to make an appointment. You will also have opportunities each term to discuss your child's learning targets and progress with the class teacher. The SENCO and Inclusion Manager or Headteacher are available to meet with you to discuss your child's progress or concerns you may have. All information from outside professionals will be discussed with you by the person involved directly or a copy of their report will be sent home. The SENCO and Inclusion Manager is available to meet with to discuss any new assessments and ideas suggested by outside agencies for your child and will always seek your involvement in any matters of concern. Homework will be differentiated to your child's individual needs. A home/school book may be used to support communication with you about you child's day in school / achievements or activities at home. Every term you will be invited to the 'Little Explorers Coffee morning'. This is an opportunity to meet with other Great Berry Parents of children with SEND and speak to the SENCO.
How will my child be included in activities outside the classroom?	At Great Berry we have a range of before school, after school and lunchtime clubs which are available for all children to attend. These include Gardening club, football, netball, cross country and boccia.
How have we made Great Berry physically accessible to the children with SEND?	The school is accessible to children with physical disabilities via ramps and the school is all on one level. There is one teaching area upstairs but any child with a physical disability would not be expected to use this area. We ensure that all equipment used is accessible to all children regardless of their needs. The school has 2 disabled toilets with one also having an adjustable changing facility.
How will Great Berry support my child when they are leaving this school? How will Great Berry support my child when they are	At Great Berry we recognise that 'moving on' to a new setting can be difficult for a child with SEND and we will support you and your child to make the transition process as smooth as possible.

moving to another class?	If your child is moving to another school the SENCO and Inclusion Manager will contact your child's new SENCO and ensure he /she knows about any special arrangements or support that needs to be made for your child. The SENCO will ensure that all records about your child are passed on to your child's new school as soon as possible. Where possible, the SENCO will make arrangements for staff that have worked with your child to meet new staff. When moving classes within Great Berry information, including targets will be passed on at our class teacher handover meeting. For children with EHCP and more complex needs there will be a planning meeting and / or specific training for the new teacher and / or teaching assistant. If your child would be helped by a social story with photographs of staff and the new classroom to support them understand moving on, then it will be made for them by the SENCO. A copy will be used in school and a copy will be sent home. For those children who might find moving on difficult they will have extra opportunities to visit their new teacher and classroom to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new teacher.

Glossary of terms

ASD	Autistic Spectrum Disorder
CAMHS	Child & Adolescent Mental Health Service
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
OT	Occupational Therapist
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEND	Special Educational Needs and / or Disability
SENDCo	Special Educational Needs and / or Disability Co-ordinator
SSP	SEND Support Plan (Formally IEPs)