Willowbrook Primary School

Rosen Crescent, Hutton, Brentwood, Essex, CM13 2TU

01277 214662 admin@willowbrook.essex.sch.uk

SEND Information Report 2026-27

This SEND information report should be read in conjunction with the school SEND policy.

Schools Ethos for SEND	We create a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability. At our school we aim to promote positive learning for our children with SEND through: - Ensuring they feel a valued part of the school community. - Providing a safe and supportive environment. - Having access to a range of teaching and learning strategies to suit their needs. - Promoting independence and resilience as a learner, without over reliance on adult support. - Identifying and addressing needs as quickly as possible to ensure early intervention. - Communicating their needs appropriately throughout the school. - Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development – for example, through attending One Plan meetings and following up on recommendations made with input at home. - Making effective use of all support services available to us wherever possible. Admissions Policy: All school admissions are dealt with by Essex County Council rather than the school. Please visit https://www.essex.gov.uk/topic/admissions for further information. The Foundation stage class at Willowbrook has a maximum admission number of 30. In the event of over-subscription, places will be allocated using the following criteria: 1. Looked After Children and previously looked after children (as defined in https://www.essex.gov.uk/admissions-booklets-policies-and-forms) 2. Children with a sibling attending the school; 3. Children living in the priority admission area; 4. Remaining applications. Parents with children who are moving into the area and are interested in transferring to Willowbrook from another primary school are most welcome to tour the school. If your child already has an EHC plan, you will need to request an annual review at your current school and give Willowbrook primary school as your named school. This will then go to panel at the local authority.
1. Who is the SENCO at	The SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN,

Willowbrook?	including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching. Please see the SEN Code of Practice 0-25 (2015) for further details of SENCo responsibilities. SENCo – Jolami Youngblood Jolami works full time as Deputy Headteacher She is contactable in person, by phone or email: 01277 214662 inclusion@willowbrook.essex.sch.uk Jolami is qualified as a teacher and has the National Award for SEN Coordination. She is the Deputy Headteacher and a respected member of the school's SLT with a significant amount of knowledge and teaching experience. She regularly meets with senior staff, teachers, LSAs, families, pupils, governors and other professionals. She identifies training needs and opportunities and monitors the quality and impact of interventions. With the Head Teacher and Governors, she is responsible for determining the strategic development of the SEND policy and provision.
2. What kinds of SEND do you provide for?	We plan for and provide support for the four broad areas of need: Communication and interaction; Cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs. In accordance with the SEN Code of Practice (2015), we use our best endeavours to make sure that a child with SEN gets the support they need. In order to do this, we have access to a variety of provisions as detailed in point 8.
3. How do you identify and assess children with additional needs?	The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. For some children, SEN can be identified at an early age whereas for others it only becomes evident as they develop. Concerns expressed by parents or raised by pupils themselves are always listened to and investigated. It is not the school's role or practice to diagnose specific conditions but we can assist with further support and signposting. The method of identification and provision follows a graduated response. All pupils receive high quality first teaching. If the class teacher identifies a pupil making less than expected progress given their age and individual circumstances, the first response is high quality teaching targeted at their area of weakness. We refer to The Ordinarily Available framework: High quality inclusive teaching framework in order to identify any strategies that can be implemented in order to do this. If progress continues to be less than expected, the class teacher along with the support of the SENCo will discuss the areas for development with the parents and put into place interventions designed to secure better progress. The class teacher and SENCO will refer to The Ordinarily Available framework: Targeted support in order to do this. The response of the pupil to the intervention is regularly monitored and updated using a graduated approach. At this point, if during discussion with the class teacher and parents, it is felt that the additional targeted intervention needs to continue, the child will be placed on the Inclusion Register; a One Page Profile will be created with the pupil; and a One Plan will be developed. Slow progress and low attainment is not the only aspect that could lead to identification of SEN needs. A pupil with attainment in line with their chronological age could also have a learning difficulty or disability. Some difficulties occur across the range of cognitive ability and if left unaddressed can lead to disaffection, emotional or behavioural difficulties. The SEND Policy is available from the school website.
4. How do you consult	***"****Parental engagement is a powerful lever for raising student achievement in*

with parents of pupils with SEND? **What are the arrangements for assessing and reviewing children and young people's progress towards the outcomes?**	*schools. Where parents and teachers work together to improve learning, the gains in achievement are significant." (Harris and Goodhall 2007)* We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We encourage parents to maintain close communication links with school staff. We welcome the involvement of parents supporting at home, in class and with specific events or trips. For all pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written report in the summer. This may be discussed face-to-face with the teacher if appropriate. For children with SEND who receive support that is in addition to high quality first teaching (Additional School Intervention) or who have an EHC plan (Education, Health and Care Plan), One Planning meetings take the place of Parent/ Teacher consultations and are held once per term with parents, class teacher and SENCo to discuss pupil progress and targets. For pupils with an EHC plan, one of these meetings will be an Annual Review where progress on the EHC outcomes are reviewed and sent to the local authority. Pupil data is analysed to inform the SENCo and parents about pupil progress. The data is also used to inform staff about the effectiveness of interventions and next step targets. This data is reviewed by staff during termly pupil progress meetings. Assessment data on pupil progress is also shared at parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil. Parents may have the opportunity to meet face to face in school with a variety of professionals such as Educational Psychologists, Speech and Language Therapists etc, who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. The Head Teacher/SENCo are able to signpost parents to various support services such as Social Care, SNAP etc, should they require these. The Governing Body (GB) has a representation of Parent Governors; the GB as a whole regularly communicates with, and seeks the views of parents and pupils. There is a specific SEND Governor whose role is to regularly support and challenge the SENCo about the provision for SEND pupils. The SENCo meets regularly with the SEND governor and attends governor meetings in her capacity as a governor. Parental views are sought via questionnaires and face-to-face at One Plan meetings. The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.
5. How do you consult and involve pupils in their education?	Pupils are involved in their One Plan meetings through contributing their views in their One Page Profile and they are aware of their individual targets. Pupils can pass on views about the school via their class councillors who raise them at School Council Meetings or via Pupil Questionnaires. Children are encouraged to talk about their views and needs with the staff and also with governors during monitoring visits. Within their daily lessons, pupils self-assess their work and receive feedback either verbally, visually or a written response.
6. What are the arrangements for supporting pupils transferring between stages of education?	Transition to EYFS: Before a child starts school, the EYFS team visits the child and their parents at home and visits the child in their pre-school setting. If the child has already been identified as having additional needs, the SENCO will accompany the EYFS team when they visit the pre-school setting and also communicate with the child's pre-school to identify any specific requirements and liaise with key workers. If the child already has a One Plan from their pre-school setting, the SENCO and EYFS teacher will attend the One Plan meeting

	that is held in the summer term. Transition to Year 1: EYFS teachers prepare for the transition of pupils to Year 1 of Key Stage 1 at an appropriate point towards the end of foundation stage through transition booklets, paintings, social stories and extra visits to the new classroom/ teacher. Transition to Key Stage 2: Year 2 teachers and LSAs support the transition of pupils going up to KS2 during the summer term through use of transition booklets, social stories and extra visits to the new classroom/ teacher. Transition to Key Stage 3: SENCOs and key staff from secondary schools visit Willowbrook to discuss the needs of Year 6 children in the summer term. They are also invited to attend Year 6 Annual Review meetings. Some secondary schools arrange additional transition visits for pupils with SEND. Essential paperwork is transferred to the secondary school in the summer term prior to the child leaving and parents are encouraged to visit the chosen secondary school and liaise with the SENCO as well. Information regarding the special educational needs of Looked After children is reported to the placing Local Authority regularly.
7. What is the approach to teaching children and young people with SEN? **How are adaptations made to the curriculum and the learning environment of children and young people with SEN?**	We aim to provide pupils with a rich, varied and enjoyable curriculum suited to their educational needs, using a thematic approach which enables them to make links in their learning. All staff are trained to deliver high quality first teaching to meet the needs of all pupils in their class, including using appropriate differentiation strategies. We believe in trying to meet pupils' needs through this approach. We use on-going assessment to identify a pupil's needs and aim to address these through adjustment of teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support. Where the child's needs are 'different from or additional to their peers,' and 'they have a significantly greater difficulty in learning than the majority of others of the same age,' or they have a disability which impacts on their education, a variety of strategies and interventions may be used. This may then lead to involvement of external professionals or advice from outside agencies. Parents will be consulted at all stages of this process. We also have an additional indoor and outdoor learning space that is utilised if a child is overwhelmed by the classroom environment. LSAs are deployed on a needs basis to support individuals or classes as well as delivering interventions. The LA Occupational Therapist comes in to school to undertake assessments regarding equipment, furniture or access to the building. The Local Authority provides some equipment and some items are purchased by the school. The Occupational Therapists periodically check and maintain equipment they have provided. The SENCo and Head Teacher will meet with parents to discuss particular needs and requirements for individual pupils.
8. What is the expertise and training of staff to support children and young people with SEN? How is specialist expertise secured?	The SENCo regularly attends training and keeps up to date with current documentation and initiatives. She also regularly meets with other SENCOs in the local area and attends cluster group meetings. School staff have a wide range of experience in dealing with a variety of specific learning difficulties. They attend relevant and appropriate CPD depending on needs. Willowbrook Primary School is a member of the Like-Minded Partnership (LMP) whose purposes include sharing experience and expertise of SEND across the membership schools. We have an Inclusion Partner, Jennie Pennington, who works for the local

	authority. She has extensive experience in working to support children and young people with SEND from birth to 25 years, and their families. Her knowledge, skills and experience come from a range of backgrounds and draw upon evidence-based practice to inform her support. She works closely with the school supporting the SENCo in developing inclusive practice and provides the Essex SEND Training offer to the school. The local authority delegate Educational Psychologists (EP) to support schools in Essex. An EP applies psychology (the study of thinking, learning, emotions and behaviour) to support the learning, development and wellbeing of children and young people up to 25 years old. The EP works alongside our Inclusion Partner to deliver training and support to staff and works with families and pupils to provide independent professional advice. 50% of available EP time is dedicated to cluster based, psychological support and Early Intervention for schools and settings, including 1 day of direct input for every school in Essex. The remaining 50% of EP time is devoted to statutory work including complex casework, tribunal/expert witness support and of course EHCNAs. The speech and language service follow a system called The Balance System framework. We have been allocated a dedicated Speech and Language Therapist who will work with the whole school team to: • Provide early advice and strategies to help children • Provide training workshops and support to parents • Offer support and guidance if a child needs to be referred for specialised help • Identify training needs for school staff and direct them to the right resources • Be a contact point for Sencos for annual reviews and other concerns, including Education Health and Care Plans. Speech and language referrals will not longer be made through the CSPA (Children's Single Point of Access). Instead, the SENCO will gather the necessary information and discuss it with the link speech and language therapist. We are able to refer to the CSPA (Children's Single Point of Access) for occupational therapy; physiotherapy; and community paediatrician support. We can also refer to the ADHD and Autism hub if we feel further investigation into ADHD and Autism is needed. We can also refer to the Family Innovation Fund, Kids Inspire and CAMHS (Children and Adolescent Mental Health Service) to give us access to counselling services and a variety of other services that can be utilised according to the need. This is all done with parental discussion and consent.
9.Do you evaluate the effectiveness of the provision made for children and young people with SEND?	Records are kept of all interventions that are used which detail the baseline of the pupil, the learning objectives and assessment information. The members of staff who are involved in delivering the intervention regularly discuss the progress of the pupil and have a recorded discussion on a 3-week basis. If it is decided that the pupil has made the expected progress through the intervention, then it will be stopped. If a pupil is not making the desired progress then a discussion is held with the SENCo and an alternative intervention is sought. The SENCo also has access to the Inclusion Partner (please see point 8) if it is felt that further input is needed to ensure the pupil is receiving effective provision. Termly one-planning meetings is an opportunity for the pupil, parents, class teacher and SENCo to evaluate the provision that is being made and agree on the next steps.
10. Are children and young people with SEN enabled to engage in activities available with children and young	The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive. All children have a thematic curriculum delivered through high quality first teaching which includes appropriate differentiation strategies to suit the needs of all pupils. Reasonable adjustments are made to ensure that pupils with SEND

people in the school who do not have SEN?	are able to access the activities that are available for pupils in school who do not have SEND. The SEND budget is used to partly fund the deployment of Learning Support Assistants (LSAs), equipment and resources, and training and Continued Professional Development (CPD) of school staff.
11. What support is there for improving emotional and social development?	As part of our Disadvantaged Strategy (see pupil premium strategy on the website), we are a Trauma Perceptive Practice school and have completed the training. TPP is the Essex approach to understanding behaviour and supporting emotional wellbeing. KS1 have a worry board and KS2 a worry monster in every classroom which is accessible for all children. Zones of Regulation is also implemented across the school supporting pupils in recognising and regulating their emotions. There is a friendship bench on the playground that children can use if they struggle to verbalise that they would like to play with their peers. Play leaders are used at lunch time to support pupils in playing organised games together thus supporting their social development. At the start of each year, we have SCARF Space workshops run by Coram Life Education who provide our PSHE curriculum titled SCARF. The workshops focus on mental well being and have topics designed to be appropriate for specific year groups. The school has a learning mentor who is accessible to all pupils who need social and emotional support. She is able to provide additional interventions such as art therapy and emotional literacy. We also have access to wider support which may be required for emotional needs. We can sign post parents to various support services or consult with parents before referring to the Family Innovation Fund, Kids Inspire or CAMHS. Please see our anti-bullying policy on our school website.
12.How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?	The SENCo and Head teacher signposts, recommends and refers to services to meet identified needs. This includes children with and without an EHC plan. The SEN Governor visits and reports back to the GB. The Head Teacher reports to the GB. The SENCo in her role as governor attends GB meetings and writes reports for the GB. The SENCo has a strategic planning meeting with the Inclusion Partner and Educational Psychologist each year to report and discuss the school's strategic aims. The school works closely with the following agencies: Speech and Language Therapists Occupational Therapists Physiotherapists Educational Psychologists Social Care Community Paediatrician School Nurse (This list is not exhaustive and may change according to the needs of the school). A link to the LA's local offer can be found on our school website and can also be accessed through https://send.essex.gov.uk/ or from the SENCAN office based at Ely House, Ely Way, Basildon, Essex, SS14 2BQ – 01268 632360. Contact details of support services:

	SNAP – www.snapcharity.org – 01277 211300 Families in Focus (Essex) – 01245 353575 www.familiesinfocusessex.org.uk SENDIASS- impartial advice related to SEND- 0333 013 8913 Local GP surgery Local Library – Shenfield – 01277 225540 School Nurse – contact via the School Please see the Essex local offer for an extensive list of support services. https://send.essex.gov.uk/
13. What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?	The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, with the aim of reaching a mutual agreement and understanding. A parent's first port of call is to arrange for a meeting with the class teacher. If necessary, they would then go to the SENCo. Since the SENCo is also the Deputy Head Teacher, if parents feel it is necessary to further progress their complaint, they would meet with the Head Teacher. In the unlikely event that the matter is not resolved, the Complaints procedure can be read on the school website, or a copy can be obtained from the school office on request.
Abbreviated SEN terms	ADD Attention Deficit Disorder ADHD Attention Deficit & Hyperactivity Disorder ASD/ASC Autistic Spectrum Disorder/ Autistic Spectrum Condition ASI Additional School Intervention BESD Behavioural Emotional & Social Difficulties CAMHS Child and Adolescent Mental Health Service COP Code of Practice EHCP Education, Health and Care Plan EP Educational Psychologist EYFS Early Years Foundation Stage HI Hearing Impairment HQFT High Quality First Teaching KS Key Stage LAC Looked After Child LA Local Authority MLD Moderate Learning Difficulty OT Occupational Therapist PNI Physical & Neurological Impairment SaLT Speech & Language Therapy SEMHD Social, Emotional & Mental Health difficulties. SEN Special Educational Needs SEND Special Educational Needs & Disability SENCo Special Educational Needs Co-ordinator SLCN Speech, Language and Communication Needs SpLD Specific Learning Difficulty TPP Trauma Perceptive Practice VI Visual Impairment

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