





Stebbing Primary SEND Information Report 2025–2026

School details

- Name: Stebbing Primary (mainstream primary school)
 - Age range: 4–11 years
 - Specialism: No particular SEND specialism
 - Accessibility: Partially accessible (see Accessibility Plan)
 - SENCo: Amanda Lewis
-  01371 856260 |  senco@stebbingprimary.co.uk

What is SEND?

Some children need additional support in order to learn and succeed. A child has SEND if they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age.

The SEND Code of Practice (2014) groups needs into four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional & Mental Health
4. Sensory & Physical

At Stebbing Primary, we recognise that many children have needs across more than one area. We adapt provision flexibly to meet each child's individual profile.

Our Approach to SEND

We believe every child should feel valued, supported, and able to achieve. At Stebbing Primary:

- We do not wait for formal diagnoses before providing support. Instead, interventions and strategies are tailored to each child's strengths and needs, ensuring every learner receives the help they require to thrive, however their challenges present in school.

Please note terminology/acronyms within this policy are defined on the final page



- Children on SEND Support or with an EHCP are fully included in classroom learning, with strategies tailored to their individual needs. Support may include:
 - Small group or 1:1 support from teaching assistants and teachers
 - Adapted lesson objectives and differentiated resources
 - Pre-teaching vocabulary and scaffolding to support understanding
 - Visual aids, task planners, and step-by-step instructions to help organisation and independence

To further support children with high-level or additional learning and social needs, we have developed a nurture base called The Nest. The Nest provides a highly supportive environment where children develop confidence, independence, communication, and social skills, while engaging in activities tailored to their learning profile.

Stebbing Primary is part of the Multi-Schools Council, a network of schools collaborating to share best practice and improve SEND provision. Our Inclusion Champions represent the school at regular multi-school meetings, discussing key SEND topics and bringing back strategies to enhance inclusion and support across the school.

We also run an annual Inclusion Week, during which the whole school explores SEND through assemblies, workshops, and classroom activities. Topics covered include ADHD, autism, mental health and wellbeing, and physical disabilities such as hearing impairments and cerebral palsy. This week promotes empathy, respect, and understanding, helping all children feel valued and included.

In addition, we work closely with the SENCOs from the Dunmow Excellence in Education Partnership (DEEP). Our SENCO attends regular meetings and joint training opportunities, enabling the school to share expertise, develop skills, and ensure our SEND provision reflects the latest best practice.

Across the school, our approach is built on:

- Inclusive classrooms that adapt teaching for a wide range of needs
- Strong partnerships with parents and carers
- Specialist interventions delivered by trained staff
- Celebrating individuality and encouraging children to share their strengths

We use a combination of whole-school strategies, targeted support, and specialist provision to ensure children receive the right support at the right time.



The Nest Classroom – Nurture Base for Children with High-Level Needs

The Nest is a nurturing classroom designed for children with high-level needs who are following the Engagement Model. Our focus is on supporting independence, communication, social interaction, and confidence, while providing activities tailored to each child's unique learning profile.

Curriculum Approach – Sensory Classroom Curriculum

In The Nest, we follow the Sensory Classroom Curriculum developed by Jordan Garratt, which emphasises learning through practical, hands-on, and sensory-rich experiences.

Key principles include:

- Learning through doing and exploring in ways that are motivating and meaningful
- Adapting tasks to individual learners, including sensory supports and breaking activities into manageable steps
- Differentiating all learning to each child's abilities, targets, and interests

Topics & Themed Learning

Each half-term, children explore a new topic to structure learning and stimulate engagement.

Topics include:

- Settling in and 'Ready for The Nest'
- Transport, food and cooking, under the sea
- Gardening, minibeasts, space, and animals

Support We Offer

At Stebbing Primary, we provide a wide range of support to ensure every child can access learning and thrive. Each area of need is supported through a combination of classroom strategies, targeted interventions, and specialist programmes.

Communication & Interaction

We support children to develop speech, language, and social communication skills, helping them



express themselves and engage confidently with peers and adults.

Support includes:

- ELKLAN-trained staff
- Lego Therapy, Time to Talk, and Talk Partners
- Visual supports (Wigit, Communicate in Print)
- Whole-school phonics programme (Essential Letters and Sounds)



Cognition & Learning

Children who need extra academic support are given resources and interventions tailored to their individual learning style and pace, helping them achieve their potential in reading, writing, and maths.

Support includes:

- Daily phonics teaching and precision teaching
- 1:1 reading interventions and library visits
- Spelling/writing programmes (Spelling Shed, Clicker 7)
- Maths interventions (Numicon, Talk for Number, EPS Maths)
- Visual timetables, task planners, and pre-teaching vocabulary



Social, Emotional & Mental Health

We promote wellbeing and emotional resilience, helping children build confidence, manage feelings, and develop positive relationships.

Support includes:

- Learning Mentors and counselling
- Forest School nurture groups and The Nest
- Zones of Regulation, Social Stories, and Drawing & Talking therapy
- My Happy Mind programme to support children's personal, social, and emotional development
- Parent involvement via forums, workshops, and home-school communication books
- Partnerships with external services (Kids Inspire, Young Minds, CAMHS)



Sensory & Physical



We ensure children with sensory or physical needs have access to resources, equipment, and interventions that support learning, coordination, and engagement.

Support includes:

- Sensory room and daily sensory circuits
- In-class equipment (ear defenders, writing slopes, specialist seating)
- OT and physiotherapy programmes
- Yoga, Dough Disco, outdoor gym equipment, and movement breaks
- Montessori sensory resources

Working with Parents

We keep families informed through:

- Termly One Planning meetings and annual reviews for pupils with an EHCP
- Half-termly SEND Family Forum
- Workshops and open sessions
- Newsletters, Dojo, and Arbor communications
- Open-door policy with SENCo and class teachers

Support from External Specialists

We work with:

- Speech & Language Therapists
- Educational Psychologists
- Occupational and Physiotherapists
- Specialist teachers (visual/hearing/physical needs)
- Play therapists and counsellors
- School nurse and health professionals
- Inclusion Partner
- Engagement Facilitator
- ESSET Outreach Worker



Transition and Preparing for Change

We support smooth transitions with:

- Transition passports with photos and key info
- Additional visits for children with high-level needs
- Handover meetings between teachers and SENCos
- Secondary school staff invited to annual reviews
- Careers events and life skills planning for Year 6 pupils
- STAY Project: targeted support for autistic children moving from primary to secondary school, helping them prepare for new routines, build confidence, and settle successfully



Wider Opportunities

Children with SEND can access:

- Sports clubs (football, netball, rugby, yoga, table tennis, cross-country)
- Creative opportunities (art, choir, drama, illustration)
- Wellbeing activities (Mindfulness Matters, Forest School, Change 4 Life)
- Academic clubs (Spelling Shed, Funky Phonics, Chess, Homework Club)



Staff Training & Expertise

Our team includes:

- ELKLAN-trained staff
- Makaton trained staff
- Autism, ADHD, PDA, and literacy specialists
- Counsellor, Learning Mentors, Forest School leaders
- Ongoing CPD in literacy, numeracy, and SEMH support



Monitoring & Evaluation

- Pupil progress meetings and data tracking
- Monitoring interventions and reviewing outcomes



- SENCo and Headteacher observations
- Parent and pupil feedback

Accessibility

- Ramps, stair lift, accessible toilets and shower
- Disabled toilet with changing bench
- Grab rails and colour-contrasted steps
- Adapted classroom resources

See our Accessibility Plan for further details.

Key Policies (on our website)

- SEND & Inclusion Policy
- Accessibility Plan
- Safeguarding
- Anti-bullying
- Admissions
- Medical Needs
- Complaints

Complaints

We encourage open discussion, but if concerns remain, follow our Complaints Policy.

Glossary of Terms

- **Special Educational Needs and Disabilities (SEND):** The term used to describe children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.
- **Special Educational Needs (SEN):** Refers specifically to the learning needs of a child that require additional support in school.



- **Special Educational Needs Coordinator (SENCo):** A teacher responsible for overseeing the provision for children with SEND and supporting staff, parents, and pupils.
- **Early Years Foundation Stage (EYFS):** The learning stage for children aged 4–5 years, covering Reception.
- **Education, Health and Care Plan (EHCP):** A legal document that outlines a child's special educational, health, and social care needs and the support required.
- **Attention Deficit Hyperactivity Disorder (ADHD):** A condition that affects attention, concentration, and self-control.
- **Autism Spectrum Disorder (ASD):** A developmental condition affecting social interaction, communication, and behaviour, including conditions such as PDA (Pathological Demand Avoidance).
- **Social, Emotional and Mental Health (SEMH):** Refers to support for children's emotional wellbeing, social skills, and mental health needs.
- **Self-Evaluation Form (SEF):** A school document that evaluates effectiveness against Ofsted criteria and school priorities.
- **School Improvement Plan (SIP):** A plan used to drive whole-school improvement, including SEND provision.
- **School Centred Initial Teacher Training (SCITT):** A training route for teachers who learn primarily in school settings.
- **Learning Mentor:** A trained staff member who supports children's social and emotional wellbeing.
- **Class Teacher (CT):** The teacher responsible for the daily teaching and learning in the classroom.
- **Teaching Assistant (TA):** A staff member who supports learning and access to the curriculum.
- **STEPS:** Stebbing Primary's annual achievement programme recognising pupil successes.
- **DOJO:** The school's behaviour and communication platform for tracking progress, sharing information, and celebrating achievements.
- **Educational Psychologist (EP):** A professional who supports learning, development, and emotional wellbeing in school.
- **Occupational Therapist (OT):** A professional who supports physical, sensory, and daily living skills.
- **Engagement Model:** Assessment framework for children working on non-subject-specific learning, focusing on exploration, realisation, anticipation, persistence, and initiation.
- **ESSET Outreach Worker:** Specialist worker providing advice and support for children with additional needs in school.
- **Inclusion Partner:** External consultant supporting schools to improve inclusion and SEND provision.
- **Engagement Facilitator:** Specialist providing guidance and strategies to enhance pupil engagement in learning.