











ROBUS Multi Academy Trust Special Educational Needs Information Report

Last Updated: January 2026

Next Review Date: January 2027

This Information Report is published on each ROBUS school's website and reviewed annually. It outlines the provision that parents and carers can expect for their child across all ROBUS MAT schools: Thundersley Primary School, Kingston Primary School, Montgomerie Primary School, Woodham Ley Primary School, and Jotmans Hall Primary School.

<p>Our Trust</p>      	<p><u>Inclusion Vision Statement</u></p> <p>At ROBUS, we believe that inclusion is the foundation of a thriving learning community. Our vision is to create an environment where every learner - regardless of their background, ability, identity or personal circumstance - feels welcomed, valued and empowered to achieve their full potential.</p> <p>We are committed to:</p> <ul style="list-style-type: none"> • Equity in Opportunity - Ensuring that all pupils and staff have fair access to learning, development and success. • Respect and Belonging - Cultivating a culture where differences are celebrated and everyone feels safe, respected and included. • Removing or Reducing Barriers - Actively identifying and dismantling obstacles to participation and achievement, especially for those who may face disadvantage or discrimination. • Empowered Voices - Listening to and amplifying the voices of our pupils, families and staff from all walks of life. • Continual Growth - Embedding inclusive practices in all aspects of school life, from curriculum design to recruitment and committing to ongoing reflection and improvement. <p>Our Trust stands united in the belief that inclusion is not a one-time goal but a continuous journey - a journey we undertake with integrity, compassion and ambition.</p> <p><u>Essex County Council Local Offer</u></p> <p>ROBUS Multi-Academy Trust contributes to the Essex SEND Local Offer by providing high-quality, ordinarily available support across all our schools, early identification (Assess-Plan-Do-Review), targeted interventions, and coordinated work with external agencies. Our report explains how these elements operate in practice at Thundersley, Kingston, Montgomerie, Woodham Ley and Jotmans Hall.</p>
<p>Our SENDCOs</p>  	<p style="text-align: center;"><u>Thundersley Primary School</u></p> <p>Our Special Educational Needs and Disabilities Coordinator (SENDCO) is: Mrs Armour who can be contacted via the school office or on 01268 793251 The school governor with SEND responsibility is: Mrs Murphy</p> <p style="text-align: center;"><u>Kingston Primary School</u></p> <p>Our Special Educational Needs and Disabilities Coordinator (SENDCO) is: Mrs Samuels who can be contacted via the school office or on 01268 754137 The school governor with SEND responsibility is: Mr Golder</p>



Montgomery Primary School

Our **Special Educational Needs and Disabilities Coordinator (SENDCO)** is: Mrs Moss who can be contacted via the school office or on 01268 757881
The school governor with SEND responsibility is: Mrs Stewart

Woodham Ley Primary School

Our **Special Educational Needs and Disabilities Coordinator (SENDCO)** is: Mrs Bush who can be contacted via the school office or on 01268 753652
The school governor with SEND responsibility is: Mr Donovan

Jotmans Hall Primary School

Our **Special Educational Needs and Disabilities Coordinator (SENDCO)** is: Mrs Hindes who can be contacted via the school office or on 01268 755456
The school governor with SEND responsibility is: Mrs Price

The Trust also appoints a SEND and Inclusion Executive Lead - Aaron Cross - who supports SENDCOs and provides strategic leadership for SEND and inclusion across the Trust.



Across ROBUS, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive Multi Academy Trust.

SEND is categorised into the following areas in the SEND code of practise 2015:

Special Educational Needs

	<p><u>Cognition and Learning</u></p> <p>Some children learn at a different pace to others, or may find certain subjects more challenging. This includes difficulties like dyslexia, problems with numbers, or more complex learning needs.</p>
	<p><u>Communication and Interaction</u></p> <p>Some children may have speech production difficulties, find it hard to talk to others, understand language, or know how to join in with social situations. This may include children with speech and language difficulties or Autism (ASD).</p>
	<p><u>Social, Emotional and Mental Health</u></p> <p>Some children may struggle to manage their emotions or behaviour, or may feel anxious, upset or withdrawn. This can include conditions like ADHD and anxiety. Where appropriate, the school will also refer to and follow its Behaviour Policy and Anti-Bullying Policy to ensure pupils are supported consistently and safely</p>
	<p><u>Sensory and Physical</u></p> <p>Some children may have difficulties with hearing, vision, or physical movement. They might need extra equipment or support to help them take part in school life.</p>



At ROBUS, staff work together to identify and support pupils with additional needs as early as possible. If a member of staff has a SEND concern, they follow the ROBUS SEND Flowchart and Inclusion Toolkit. This may lead to a conversation with parents or carers so that concerns can be explored further. If appropriate, the child will be added to the SEND register and support will be planned and reviewed through the Graduated Response: Assess, Plan, Do, Review.

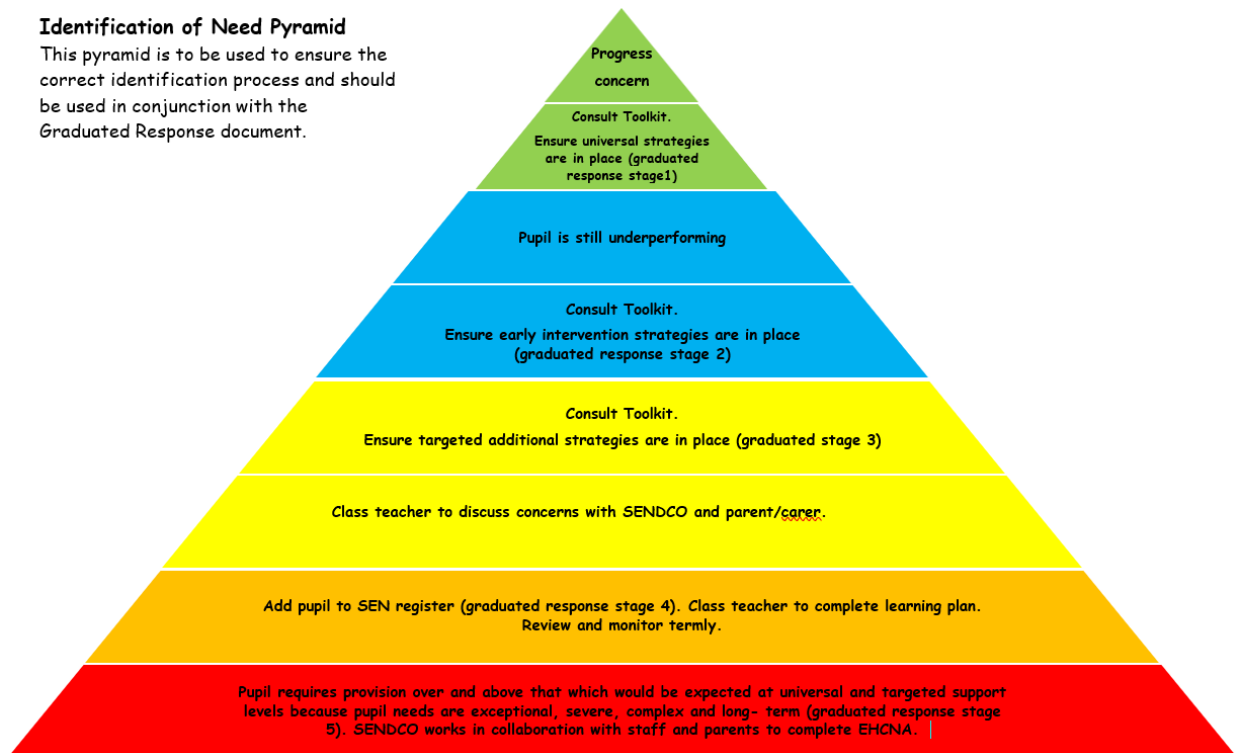
Assessing Need



The following procedures are in place to identify children with special educational needs:

Identification of Need Pyramid

This pyramid is to be used to ensure the correct identification process and should be used in conjunction with the Graduated Response document.



Graduated Response 1 (green zone)

All children receive high quality first teaching, access to a broad and balanced curriculum all based on evidenced based research practices.

Graduated Response 2 (blue zone)


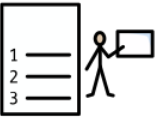
Early interventions which may include: extra support within the classroom or small group support, adaptations of the curriculum, extra tools or resources to be successful

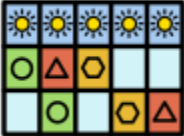
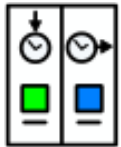


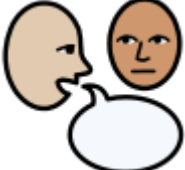







Graduated Response 3 (yellow zone)

Targeted additional support - parents/carers informed, targeted support within the classroom, evidence-based interventions either in small group or individually, further adaptations to the curriculum, close monitoring of progress.

Graduated Response 4 (orange zone)

Targeted intensive support. May require multi-professional support such as Occupational Therapy, Speech and Language etc. Child is added to the SEND register. Enhanced provision and support given, appropriate level of adult support and modelling to be able to access the curriculum. Inclusion of parents/carers as part of the Assess-Plan-Review-Do cycle.

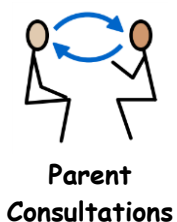
	<p>Graduated Response 5 (red zone) Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. An Educational, Health and Care Plan may be requested to provide the level of support.</p>
 <p>Our Approach to Teaching Children with SEND</p>	<p>We are an inclusive Trust and wherever possible, children are taught alongside their peers in flexible teaching groups.</p> <p>Across our community, staff, pupils and parents/carers share high aspirations for every child. We aim for all children to develop their individual strengths, achieve their personal goals and challenges and reach their full potential as lifelong learners and responsible global citizens. To support this, we follow the <i>Essex Ordinarily Available Framework</i>.</p> <p>The <i>Ordinarily Available Framework</i> outlines a shared set of expectations for the provision and practice that should be in place in all Early Years settings, mainstream schools and Post-16 providers for children and young people with SEND. It describes what a young person, parent/carer or family can expect to be routinely available, without the need for specialist involvement.</p> <p>The framework is made up of two elements:</p> <ol style="list-style-type: none"> 1. Ordinarily Available: Inclusive Teaching Framework <i>Universal support for all pupils - guidance for classroom teachers, supported by teaching and learning leads and the SENCO.</i> 2. Ordinarily Available: Targeted Support <i>Additional to or different from universal provision - for some pupils, delivered by classroom teachers, pastoral teams and SEND teams.</i> <p>The concept of <i>Ordinarily Available</i> is grounded in the SEND Code of Practice (6.15). At the heart of this is high-quality, inclusive teaching embedded across all classrooms within our Trust.</p> <p>Our teachers reflect carefully on their planning and practice to ensure it is inclusive and responsive to the needs of all learners. This includes consideration of the learning environment; attention and listening; relationships and behaviour; motivation, recognition and feedback; lesson planning; literacy, language and mathematical understanding and task support or scaffolding.</p> <p>Teachers adapt their high-quality teaching to meet individual needs and, where necessary, create personalised timetables. When appropriate, staff are deployed to provide additional interventions - either in small groups or on a one-to-one basis - to ensure every child receives the support they need.</p>
 <p>Curriculum adaptations</p>	<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND:</p> <p>At ROBUS, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities. <i>Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, each pupil is unique.</i></p>

		
Visual timetables	Tasks boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instructions

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.




We seek advice and equipment from outside agencies as and when the need arises. This may include accessing counselling and wellbeing support where appropriate. Where specialist equipment or adjustments are required, the school secures these through the Local Authority services, health professionals (e.g., OT, SaLT) and, where appropriate, **EHCP funding** or delegated school budgets.

Our schools provide a lunch time club for vulnerable pupils who would find a whole hour on the playground challenging or who find the busy dining hall overwhelming. All schools have wheelchair access. The schools' accessibility plan and budgets are reviewed regularly to ensure that the school buildings are fully accessible and well maintained. These documents are available on the individual websites of each school.



Our arrangements for consulting parents/carers of children with SEND and involving them in their child's education:

ROBUS firmly believes that an effective partnership with parents/carers plays a key role in promoting a culture of cooperation between home and school. Parents/carers know their own child and hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development both in school and at home.

	<p>Parents/carers of children who have an Education, Health and Care Plan or a One Plan, we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. If there are any agencies and professionals involved with the child, they are also invited to these meetings together with the pupil, class teacher and SENDCO (if required). A copy of this will always be sent home following the meetings.</p>
 <p>Child Consultations</p>	<p>Our arrangements for consulting young people with SEND and involving them in their education: Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>The degree of participation is reflected by a child's evolving maturity and all children are given the opportunity to make choices and understand that their views matter. Children with special educational needs are encouraged to:</p> <ul style="list-style-type: none"> • play an active part in assessment and developing agreed outcomes • develop independence • understand the aims of an intervention and their contribution to it • be consulted about any individual support provided • have their views sought and recorded in all reviews <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p>
 <p>Evaluating Provision</p>	<p>Evaluating the effectiveness of our provision:</p> <p>We regularly check how well children are progressing to make sure the support they receive is effective. Teachers assess children each term, and statutory checks take place in EYFS, Year 1 phonics, and the end of Key Stage 2. Teacher assessments also help us understand how well pupils are doing throughout the year.</p> <p>When a child takes part in an intervention, we check their progress at the start and again at the end to see whether it has made a difference. If an intervention is not helping, we stop it and find a more suitable approach.</p> <p>We use a mixture of:</p> <ul style="list-style-type: none"> • Formative assessment - day-to-day teacher observations and discussions. • Summative assessment - tests that provide scores or ratings. <p>Parents/carers and pupils are invited to share their views at review meetings. Your observations at home are very valuable. All progress and needs are discussed during One Planning meetings, where we agree together on next steps, the support to be put in place, and when it will be reviewed.</p> <p>Senior leaders also look at the progress of pupils with SEND to ensure support is working well across the school. Staff regularly share ideas and good practice so that children receive the best provision.</p> <p>Children with Education, Health and Care Plans (EHCPs) or One Plans have formal reviews every term to keep their support up to date and effective.</p>
	<p>How Our Staff Are Trained to Support Children with SEND</p> <p>Our SENDCOs are fully qualified and hold the National Award for SEN Coordination. They also attend regular training and local briefings so they stay up to date with the latest guidance and best practice.</p>

Staff Training

At ROBUS, we value ongoing professional development and make sure all staff have the skills they need to support children with SEND. When new staff join, they receive training on our school systems and are given information about the children they will be working with.










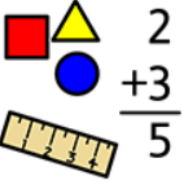


Senior leaders regularly review the needs across the school. If an area for development is identified, we provide whole-school or Trust-wide training to ensure staff understand specific learning difficulties and know which strategies will best support pupils.

Sometimes children may need support from specialists outside the school. Parents/carers can request this through the SENDCO or it may be recommended by a health professional. Specialist involvement can only go ahead with parental consent and is arranged using the appropriate Essex processes.

Teachers, Learning Support Assistants (LSAs) and Midday Assistants receive ongoing training - both in-house and through external courses. LSAs are deployed based on pupils' needs across the school.

Staff who attend training share what they have learned with colleagues so that everyone benefits from up-to-date knowledge and approaches.

Some of our staff have completed training in the following areas:

			
Speech and Language	Phonics	De escalation	Team Teach
			
Nurture	Attachment	Talk and Draw Therapy/ Counselling	Specific Learning Difficulties
			
Reading Interventions	Maths Interventions	Emotional Regulation	Spelling Interventions



Transition support

Supporting Children Through Transitions

Nursery to Reception

We work closely with preschools to make the move into Reception as smooth as possible. In the summer term, the SENDCO and class teacher meet with preschool staff and parents/carers and may also observe the child in their current setting.

Children are invited to two 'taster sessions' during the summer term to help them get used to their new classroom. At the start of September, the Reception teacher carries out a home visit. This gives parents a chance to share any questions or concerns and allows the teacher to meet the child in a familiar, relaxed environment.

Moving Up Each Year

When children move to a new class, we send a letter home with details of their new teacher and classroom. All pupils take part in two transition sessions during the summer term so they can meet their new teacher and spend time in their new classroom.

Some children may benefit from additional sessions to help ease any worries. We can also create a personalised transition booklet showing photos of their new classroom and adults, as well as key things that will stay the same or change next year.

Teachers meet during the summer term to hand over information about each child, including One Plans and One-Page Profiles. The SENDCO supports these discussions to make sure nothing is missed.

Transition to Secondary School

We work closely with local secondary schools to support a calm and successful transition. When a child's secondary place is confirmed, staff from the new school are invited to attend One Planning or Annual Review meetings with parents/carers and pupils.

Many children with SEND are offered extra visits to their new school, sometimes accompanied by a familiar adult. SENDCOs from both schools work together to share information and ensure the right support is ready from day one. Some pupils also take part in a transition group where they make a transition booklet and talk through "What if...?" scenarios to help them feel more confident.

Transition to Specialist Provision

If a child is moving from mainstream to a specialist setting, we work closely with the receiving school. Staff from the specialist school often visit to observe the child and talk to their teacher, LSAs and the SENDCO. If possible, we arrange short visits where the child attends their new school with a familiar adult to help them get used to the environment.

Preparing for Adulthood

Across all year groups, children are supported to develop independence, confidence and self-help skills through high-quality interactions with adults and peers. This helps lay the foundations for successful transitions later in life.






Outside Agencies

How We Work With Other Services to Support Children With SEND

To make sure children with SEND get the right help, we work closely with a range of professionals and services.

These include:

- Specialists from other schools, including special schools and schools within the Trust
- The ROBUS SEND and Inclusion Executive Lead
- The Special Educational Needs Support Service (SENSS) - Inclusion Partner
- Educational Psychologists
- Speech and Language Therapists
- Hearing Impairment Team
- Visual Impairment Team
- Physical and Disability Support Service
- Autism and Sensory Support
- Autism Outreach Team

	<ul style="list-style-type: none"> • Educational Welfare Officers • Social Care services (when needed) • Child & Adolescent Mental Health Services (CAMHS) • ESSET Outreach Support <p>We work hard to access the right support but availability depends on local authority resources. We do have limited access to an Educational Psychologist, who may observe a child, provide reports and recommendations and meet with parents when appropriate.</p> <p>Professionals involved with a child are invited to attend One Planning meetings or Annual Reviews if their advice has been sought.</p> <p>We will always ask for your permission before arranging for any outside agency to work with your child. Once we receive their feedback, we will invite you in to discuss the advice and next steps.</p>
 <p>Clubs and Trips</p>	<p>Access to Facilities and Extra-Curricular Activities for Children With SEND</p> <p>We want every child to feel fully included in school life. All pupils are encouraged to take part in the full range of activities we offer - both in and out of school. This includes sports days, competitions, assemblies, performances, school trips, residential visits, clubs, etc.</p> <p>Children with SEND are also encouraged to apply for roles of responsibility such as School Ambassador, Librarian, Playground Leader, etc.</p> <p>We welcome the involvement of parents, carers and relatives in school events, as this helps to support inclusion for all.</p> <p>Where needed, we make appropriate adaptations so that children with SEND can take part safely and confidently in every aspect of school life. Staff receive training when required to ensure pupils can access extra-curricular activities.</p> <p>Children are never excluded from activities because of their SEND.</p>
 <p>Complaints</p>	<p>Arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school:</p> <p>The Trust has a thorough complaints policy which can be found on the Trust's website at: https://www.robusmat.co.uk/our-trust/policies</p>
 <p>Outside Support</p>	<p>Parents/carers can be supported by Family Solutions, if appropriate, which is an Essex County Council service working together with a range of other agencies and organisations including district councils, Job Centre Plus, police, housing providers and charities. Family solutions will arrange home visits to help identify how to achieve best solutions for families. Arrange meetings for all agencies to meet together to ensure the best provision is being made for families.</p> <p>Their contact details are: Essex Family Solutions Tel: 0345 603 7627 https://send.essex.gov.uk/search-support-groups-and-activities/family-solutions</p> <p>Parents/carers can also be supported by Families in Focus, who are a leading independent parent-led registered charity providing holistic support to families of children with disabilities and special needs (aged 0 to 19) across Essex, who require advice, information and support, particularly at times of change, challenge and crisis.</p>

Families in Focus will help with filling in forms, independent parental support (IPS) attend meetings at parents/carer request as an impartial supporter.

They can be contacted on: 01245 353575

<http://www.familiesinfocusessex.org.uk/>

Essex SEND IASS provides free, confidential and impartial information, advice and support about Special Educational Needs and Disability (SEND) for children and young people (0-25), parents and carers.

They can be contacted on: 01245 204338.

<https://www.essexsendiass.co.uk/>

Local Offer

Essex County Council's SEND Local Offer sets out the support and services available for children and young people with SEND across the county.

You can view it here: <https://send.essex.gov.uk/>

Other agencies who may advise us are:

- **SNAP** - www.snapcharity.org - 01277 211300
- **FACE** - Families Acting for Change Essex <https://www.councilfordisabledchildren.org.uk>
- Local GP surgery
- Local Library