



Frinton on Sea Primary School

SEND PROVISION 2026 - 2027

Review Autumn 2027

Requirement	Frinton on sea Primary school
Information on the kinds of special education provision made in the school.	The delivery of the provision for children with learning difficulties can take place in the normal classroom setting through high-quality teaching and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEND children. Our LSA's are employed to support a whole range of children's needs including SEND and G&T in collaboration with the SENCo and class teacher. Any children not making expected progress are given small group or individual support in Numeracy, Literacy, spellings and phonics interventions tailored to their needs. Children who cannot access the work after differentiation may be supported on a 1:1 basis – personalised planning. Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes e.g. speech and language, physiotherapy, occupational therapy. For children who have Social, emotional or mental health needs, social groups may be set up to support interaction and communication skills and teach children to become more aware of their own emotions. The support may include; Social skills, games and stories and the creation of visual supports and incentives. The "Lego Therapy" programme is designed to support pupils on the Autistic Spectrum, it helps to encourage pupils to, listen and develops their communication strategies. The school runs half termly "Well Being sessions" for children who have presented with S.E.M.H. concerns. The groups are based on the needs and interests of the children and include pre and post questionnaires to check progress. . Within the classroom sensory breaks, movement breaks and other specialised equipment is provided to support children with a variety of sensory needs. Children who have a diagnosis of Dyspraxia or have gross or fine motor control difficulties; attention and organisational difficulties, may follow an individual Occupational Therapy programme with an LSA. Some children who specifically lack fine motor control, participate in a small fine motor control group, involving finger exercises, handwriting practise and touch-typing skills. "For children who have Speech and Language difficulties, Speech and Language Therapists and support workers are used to help set up specialist programmes such as phonological awareness, narrative therapy, and programmes informed by WellComm assessment.

	For children who have physical difficulties accompanied by a PNI diagnosis, LSA's carryout physiotherapy exercises on the advice of a physiotherapist. For children who have medical issues the school will liaise with the parents/carers and nurses to complete Health Care Plans for children on medication including children with allergies. At present, provision is also characterised by the involvement of external support e.g. Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Health Visitors, School Nurses, Hospitals, audio, visual and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials. The SENCo makes a referral to the appropriate outside agencies to aid the child's needs. E.g. completion of assessment forms for referral the relevant agencies. The SENCo liaises regularly with outside agencies e.g. Paediatricians, G.P's, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, Behaviour Support Team, School nurses, Health visitors. There are also ramps at exits, disabled toilets, hoists and changing benches. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.
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The Hive Support Base

Overview of The Hive Support Base

The Hive Base provides additional support for children whose needs cannot be fully met in a mainstream classroom. It supports every child to make progress from their own starting points. While our school provides high-quality support for all children in the classroom, we recognise that some children need a more personalised and adapted approach to their learning. The Support Base allows us to meet these needs more effectively.

Purpose and Intent

The Hive Base is underpinned by Frinton on Sea Primary School's inclusive ethos and its core values of compassion, commitment, and ambition. It provides a structured, supportive environment for pupils with Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), and Social, Emotional and Mental Health (SEMH) needs. The provision is designed to remove barriers to learning, promote independence, and support pupils to achieve their individual very best.

Pupils access the Hive Base because they require a more personalised approach to learning, targeted support for social and emotional development, or specific interventions to enable successful engagement with the wider curriculum.

Leadership and Organisation

The Hive Base is led by Miss Down and Mrs Nixon, who deliver structured, carefully sequenced lessons designed by class teachers and/or the SENCo. The SENCo provides strategic oversight of this provision and meets weekly with Hive Base staff to monitor and evaluate practice. These meetings ensure that the assess–plan–do–review cycle is applied consistently and effectively, and that provision is responsive to pupils' evolving needs.

Class teachers retain overall responsibility for the progress and outcomes of pupils accessing the Hive Base. They ensure that provision is well-matched to individual needs and that learning is aligned with pupils' wider curriculum entitlement.

Access and Inclusion

Access to the Hive Base complements, rather than replaces, the mainstream classroom experience. This ensures pupils remain connected to their peers, benefit from high-quality teaching, and are supported to access a broad and ambitious curriculum.

Reintegration and inclusion are key priorities, with close collaboration between Hive Base staff and class teachers to promote consistency and continuity of learning.

Children are recommended to receive provision delivered within the Hive Base by their class teachers. At Frinton on Sea Primary School we recognise that children's needs change, so there are weekly opportunities for review—children might join later, leave when goals are met, or rotate through the Hive room depending on their individual needs.

Curriculum Approach

The curriculum within the Hive Base is designed to be ambitious, inclusive, responsive, and progressive, ensuring that all learners make meaningful progress from their individual starting points. Its intent is to equip learners with the knowledge, skills, and experiences they need to communicate effectively, develop independence, regulate their emotions, and engage confidently in learning.

The curriculum is carefully sequenced and coherently planned, enabling learning to build cumulatively over time through small, achievable steps. It places a strong emphasis on four key areas: communication and interaction, cognition and learning, self-help and independence, and emotional and sensory development.

Pathways for Different Learners

Some learners accessing the Hive Base have Severe Learning Difficulties (SLD) and do not make expected progress within the mainstream classroom setting, despite appropriate support. These pupils may access this space because they require a curriculum that prioritises engagement, communication, and sensory regulation to access learning effectively. As a result, they will follow a semi-formal sensory pathway, where learning is delivered through carefully planned, multi-sensory and experiential activities.

Assessment and Recording

Tapestry is an online learning journal used to record and celebrate learners' achievements through photos, videos, and written observations. Staff link these observations to relevant frameworks, including the Engagement Model, Birth to 5 Matters, and individual Personal Learning Targets. This enables ongoing monitoring of progress, helping practitioners identify emerging strengths and areas for development and plan appropriate next steps in teaching and learning.

The Hive Base uses multiple assessment frameworks including:

- Birth to 5 Matters Framework
- Pre-key stage standards
- Cherry Garden Framework
- Autism Education Trust (AET) Framework
- 6 Core Strengths Curriculum

Weekly Structure

Pupils register with their class each morning and then move to the Hive Rooms according to their timetable. Where appropriate, children are encouraged to remain with their year group for PE, Music, and IT lessons, and to participate in wider school life through shared activities, enrichment opportunities, and whole-school events.

Depending on individual needs and the activity, pupils may also spend targeted time in their classrooms for core subjects such as Maths and English. These core lessons are typically delivered following movement breaks to support readiness for learning.

Key Interventions and Strategies

The Hive Base employs evidence-based interventions including:

- **Attention Autism** - to increase attention skills and encourage communication
- **Sensory Stories** - to reinforce understanding and encourage engagement
- **Intensive Interaction** - to encourage interactions and intentional communication
- **Sensory Circuits** - to help learners calm, focus and regulate
- **Structured Teaching (TEACCH)** - to make the environment predictable and help learners feel secure
- **Emotional Coaching** - to build skills in recognizing feelings and handling challenges
- **Socially Speaking** - to improve social communication and interaction skills

Monitoring and Review

The impact of the Hive Base is monitored through ongoing assessment, pupil progress, and well-being measures, alongside regular review with staff, parents, and external professionals. This ensures that the provision remains effective, evidence-informed, and aligned with whole-school improvement priorities.

Entry Criteria

Children may be recommended for provision in The Hive Base when they meet one or more of the following criteria:

- Severe Learning Difficulties (SLD) where the child requires a semi-formal sensory curriculum to access learning
- Moderate Learning Difficulties (MLD) where, despite quality first teaching and targeted interventions in the mainstream classroom, the child continues to work significantly below age-related expectations and requires a highly personalised curriculum
- Social, Emotional and Mental Health (SEMH) needs where the child requires a more structured, predictable environment with additional emotional regulation support to access learning
- Sensory processing needs that cannot be adequately met within the mainstream classroom environment
- A combination of needs that create significant barriers to learning in a mainstream setting

Entry to The Hive Base is agreed through:

1. Class teacher identification of need
2. Discussion at termly pupil progress meetings
3. Consultation with parents/carers
4. Review of assessment data and observations
5. Multi-agency input where appropriate
6. Agreement by SENCo and headteacher

Exit Criteria

Children will transition back to full-time mainstream provision when they demonstrate:

- Sustained progress towards their individual targets over at least one term
- Improved ability to regulate emotions and engage with learning
- Increased independence in learning tasks
- Ability to access differentiated mainstream curriculum with in-class support
- Improved social interaction skills with peers
- Reduced need for highly structured, predictable environment

Exit from The Hive Base is planned through:

1. Termly review of progress against individual targets

2. Gradual reintegration plan (e.g., increasing time in mainstream for specific subjects)
3. Consultation with parents/carers and the child
4. Transition support including visual timetables and social stories
5. Continued monitoring for the first term after full reintegration
6. Option to return for targeted support if needed

Flexible Access

We recognise that children's needs fluctuate. Some children may:

- Access The Hive Base for specific subjects or times of day
- Have their timetable adjusted weekly based on current needs
- Move between mainstream and The Hive Base depending on the topic or activity
- Receive short-term intensive support during periods of difficulty

Parents are fully involved in decisions about their child accessing The Hive Base through:

- Initial consultation meetings before placement
- Regular communication via Tapestry
- Termly review meetings to evaluate impact and adjust provision via One Plans.
- Parent views actively sought and recorded in decision-making

Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.	<u>CURRENT IDENTIFICATION FOR CHILDREN WHO REQUIRE SEN Support which is documented as a One Plan</u> In line with the present Code of Practice 2014 Paragraph 6:15, a child may be identified for SEND support if a: • Child is making little or no progress despite high-quality teaching strategies • Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management • Child has sensory or physical problems and is making little or no progress despite specialist equipment • Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum. • Child is still failing to make much progress in specific areas over a long period • Child has ongoing communication/interaction difficulties which are impeding social relationships and learning. • The child may have a difficulty which needs further investigation or assessment either through the school or external bodies. <u>CURRENT IDENTIFICATION FOR HCP</u> In line with the Code of Practice 2014 Paragraph 9.3 <i>“A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The factors a local authority should take into account in deciding whether it needs to undertake an EHC needs assessment are set out in paragraphs 9.14 to 9.15, and the factors a local authority should take into account in deciding whether an EHC plan is necessary are set out in paragraphs 9.53 to 9.56. The EHC needs assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year’s provider, school, post-16 institution or other provider. In a very small minority of cases children or young people may demonstrate such significant difficulties that a school or other provider may consider it impossible or inappropriate to carry out its full chosen assessment procedure. For example, where its concerns may have led to a further diagnostic assessment or examination which shows the child or young person to have severe sensory impairment or other impairment which, without immediate specialist intervention beyond the capacity of the school or other provider, would lead to increased learning difficulties.”</i>
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Information about the school's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaption to curriculum, additional support and wider support.	Progress of pupils with SEND is monitored through: • Termly pupil progress meetings where SEND pupils are discussed individually with HT and SENCo • Half-termly intervention reviews using Insight. • An open-door policy: SENCo, teacher and LSA meetings to identify and address emerging barriers • Comparison of progress data against national expectations and similar pupils We maintain detailed records of all SEN support through 'One Plans' and provision maps. These records document: • The assess-plan-do-review cycle for each pupil • Specific interventions and their duration • Impact data showing progress towards targets • Adjustments made based on ongoing assessment • Cumulative evidence of provision across the pupil's time at school The SENCo analyses data termly to: • Identify patterns in SEND identification across year groups and need types • Compare our identification rates with national data • Evaluate the impact of interventions using pre and post-assessment data • Identify gaps in provision or staff training needs • Inform resource allocation and strategic planning This analysis is shared with governors termly and informs our SEND action plan The SENCo completes paperwork sent by external professionals to gather information in support of a child's learning difficulties. The SENCo works alongside the class teacher to establish levels in all SEND areas and calculates reading and spelling ages. The SENCo supports quality first teaching through classroom observations, peer coaching and moderation of planning. Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards, team/house points, superstars, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes, individual learning achievement is regularly awarded, bronze, silver, gold and platinum challenge award for reading, awards for attendance including a trip for those who have 100% attendance across the year. House achievement scheme and spelling awards.
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The SENCo oversees intervention programmes and monitors tracking and provision alongside class teachers.

Intervention groups with specific targets from the class teacher are supported by the SENCo.

Behaviour Reflection forms are completed, risk assessments and care plan provision are made for vulnerable children.

LSA's provide SMART thinking / SMART training to ensure appropriate playground conduct. Our play leader scheme runs proactive, inclusive playground games.

Reporting logs for medical / behavioural issues are maintained by LSA's and the office staff.

Post mentoring and counselling forms completed before removal of children from these programmes.

Objective sheets are used to monitor progress of all SEND children on differentiated programmes and within the classroom. Short term targets are taken directly from the children's individual plans and monitored. Comments are recorded which give a clear daily analysis at the end of each week whether daily targets have been met or not.

The SENCo has regular monitoring opportunities for sampling of Weekly planning and identifies the progress made by pupils with SEND by sampling work and talking to the children.

Regular updating of pupil's individual targets after analysis of weekly objective sheets gives a clear indication of whether short-term targets are being achieved, changed or extended.

Termly meetings are arranged to update individual targets alongside the children. A meeting is then arranged with parents to discuss progress and future targets.

Multi-agency meetings are held to analyse progress made and determine the way forward for children who are involved of multiple outside agencies.

Annual review meetings are held for children with an EHCP to analyse old goals and set new targets and determine strategies to improve attainment.

In class observations for children with social, emotional and mental health difficulties.

Assessment 'checklists' related to specific diagnosis e.g. CAST, School situations questionnaire.

Analysis of the following data takes place regularly

	• Insight data • Individual assessments • In class assessments • Reading and spelling ages • SEND assessments including EP and Specialist Teacher reports. Views are gathered in the form of pupils and parents completing their views on the relevant sections of the One Plan paperwork and annual review paperwork. Regular parents' meetings are held after reviewing individual targets to discuss progress of SEND children. Parents are also invited to E.P, Specialist Teacher meetings, multi-agency meetings and annual reviews. All parental views at these meetings are documented. The SENCo meets with the SEND governor every term to discuss progress, attainment and provision with feedback given and report written. SENCo and teachers also have performance management with feedback by the head teacher. Analysis of CPD (Continuous Professional Development)
The name and contact details of the SEN coordinator.	The Special Needs Policy is published on the school's website and contains the contact details for the SEND coordinator. Katie Smith, the SENCO is a qualified teacher and regularly attends relevant and appropriate courses. The school has all the relevant SEND documents (e.g. SEND Code of Practice, SENCO manuals)
Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.	All staff receive induction training on SEND including: - Understanding the graduated approach and assess-plan-do-review cycle - Quality first teaching strategies for pupils with SEND - Using our systems for recording and tracking SEND provision (One Plans, Insight) - Safeguarding considerations for vulnerable pupils Specialist training is provided based on: - Identified staff knowledge gaps (from annual skills audits) - Specific needs of pupils on roll (e.g., Autism, ADHD, sensory processing) - Emerging best practice and research

	- Recommendations from external professionals The impact of training is evaluated through: - Lesson observations showing improved differentiation and use of strategies - Pupil progress data following implementation of new approaches - Staff confidence surveys (pre and post training) - Feedback during performance management reviews - Quality of One Plans and intervention records Any children who have occupational therapists attached to them may follow an individual programme with their set LSA's. LSA's are used to run special programmes e.g. Motor control programme to support children with attention, organisation and motor control difficulties. Monitoring sheets with targets are completed and evaluated. Future targets are then set based on any needs identified. LSAs work with small, focused groups for assistance with Numeracy and Literacy. These interventions include but are not limited to First Class at Number, Rapid Reader and Little Wandle Keep Up. Most staff have attended courses on Autism, Dyslexia, Essex Steps de-escalation training, and person-centred planning. All training courses the SENCO, teachers and LSA's have attended are in CPD folders. Annual Performance Management of LSAs with feedback In school training is arranged for specific SEND topics and medical diagnosis for LSA's and teachers. Termly SENCo cluster meetings are held to discuss provision and ideas within other schools, sharing ideas and successes.
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Information about how equipment and facilities to support children and young people with special educational needs will be secured.	We anticipate the adjustments pupils might need rather than waiting for problems to arise. This includes: • Environmental adjustments (visual timetables, sensory spaces, quiet areas) • Curriculum adjustments (differentiation, alternative recording methods) • Assessment adjustments (additional time, use of technology) • Social adjustments (structured break times, social skills groups) We regularly review our provision to identify and remove barriers, consulting with pupils, parents and external professionals.
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	There is a full Accessibility plan in place as well as a SEND Action plan. Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, easy grip rulers, tri faceted pencils, pencil grips, sit and move cushions, writing slopes and left write mats. There are also ramps at exits and a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise. E.g. laptops, specialist chairs, radio aids. All monies used for specialist equipment is utilised from the SEND budget or from the pupil premium funds of SEND children.
The arrangements for consulting parents of pupils with special educational needs.	SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice. SENCO attends multi-agency meetings at the hospital with parents if invited by them. Parents of children who have a statement of need/ EHCP are invited to discuss their child's progress at the annual review, those who are in year 5 will be invited to contribute to any amendments needed for their transfer to secondary school.
The arrangements for consulting young people with special educational needs about, and involving them in, their education.	Children on any stage of the SEND register are made aware of the targets set on their One Plans and are informed about their progress on a regular basis. The One Plans are discussed with the child where appropriate so he/she is aware of the strategies used to support them, pupils are then invited to make a contribution to the reviews, so the process is fluid. Annual review meetings are held for children with an EHCP to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND pupils have been represented on the school council and other positions of responsibilities including the many ambassador roles.

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.	The procedure for complaints is highlighted on the school website.
How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.	We work closely with health and social care professionals to meet the needs of pupils with SEND through: • Regular liaison with school nurses, occupational therapists, physiotherapists, and speech and language therapists • Joint planning and review meetings involving health professionals and parents • Implementation of health care plans and therapy programmes • Referrals to CAMHS and other specialist health services when needed • Collaboration with social care services for children with child protection plans or children in need plans • Multi-agency meetings to coordinate support for pupils with complex needs The SENCo acts as the key point of contact for all external agencies and ensures information is shared appropriately to support pupils' education, health and care needs.
The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.	The contact details of all support services are available within the SEND policy. Other specialist service contact details are given to parents as and when needed.

School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	<u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO PRIMARY SCHOOL</u> All children who were on the SEND register at pre-school or nursery remain on the SEND register at the primary School. All provision, programmes and outside agency support in place at the pre-school will continue until reviewed at the termly meeting. Meetings are arranged prior to the start of school with the SENCo, new class teacher, pre-school staff, parents and specialist teachers, either at the child's home or at school, to discuss existing and future provision. <u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u> According to The Education Act 1996 s. 317 the SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him. At the beginning of a new academic year, the current class teacher will inform the next teacher and their LSAs about the SEND children in the class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged. All children are provided with transition books with visual aids to support these transitions. <u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL</u> Where children are transferring to Secondary school, the SENCO will liaise with the SENCOs of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school or any other school the child may transfer to. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems. Parents are invited to complete a form highlighting any difficulties they think may hinder their child's progress at the secondary level. Pupils give their views on any worries they may have regards to secondary school. This is forwarded on to the secondary school.
Information on where the local authority's local offer is published	SEN Policy SEN Provision Review School website and handbook
School contribution to the local SEND partnership	We actively contribute to the Essex local area SEND partnership through: - Participation in SENCo cluster meetings where we share best practice and discuss local area improvement strategies - Collaboration with Essex Educational Psychology Service, Specialist Teaching Service, and other local authority support services - Engagement with local special schools and alternative provision to ensure appropriate pathways for pupils whose needs cannot be met in mainstream

	The impact of local partnership working is monitored through: - Analysis of outcomes for pupils receiving LA support services - Review of successful transitions to specialist provision where appropriate - Parent feedback on multi-agency support
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