



Lubbins Park
Primary Academy

Special Educational Needs and Disabilities School Information Report




September 2025

Lubbins Park Primary Academy

May Avenue

Canvey Island

Essex SS8 7HF

<p>Our School</p>	<p>Our School Vision At Lubbins Park Primary Academy our commitment is for all children to become responsible, independent learners who are actively engaged in the next steps of their learning and able to use their knowledge and skills in all areas of their life. We promote a safe, respectful and supportive environment to facilitate exciting, challenging learning. Everyone is encouraged to recognise and value their own achievements and those of others.</p> <p>September 2025 Information Lubbins Park Primary currently has 214 children on role (September 2025). 21% of our pupils have Special Educational Needs or Disability (SEND), this is above the national average of 18.2%.</p>
<p> Meet our SEND Team</p>	<p>The Executive SENDCO is Ms Marable.</p>  <p>The Inclusion Manager is Mrs Dulieu.</p>  <p>If you would like to contact the SEND Team, please call school on 01268 697181.</p>



Special Educational Needs

At Lubbins Park Primary Academy, we support children with a variety of differing special educational needs, we pride ourselves on being a highly inclusive school with an ethos, which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

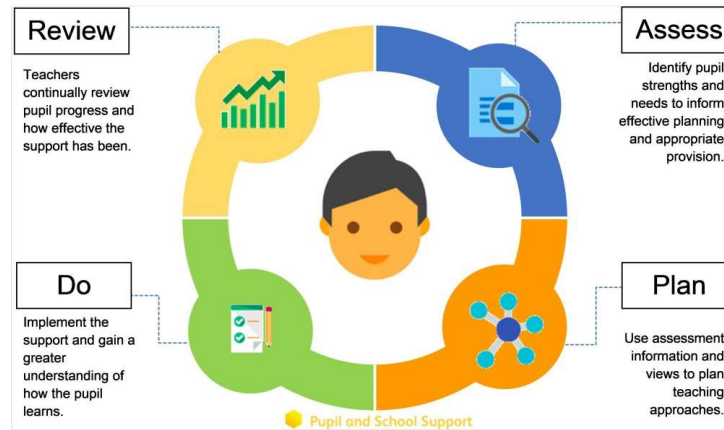
At Lubbins Park Primary Academy, we work closely as a team. If staff have a concern about a child, they complete a SEND Referral Form which raises this concern with the SEND Team and discuss concerns with parents.

The school uses both formal assessments and observation to identify children's needs and aims to address these with the 'Ordinarily Available' framework (Quality First Teaching) including learning styles, multi-sensory approaches and scaffolding, intervention strategies, individual and group support. This is easily accessible to all staff and underpins daily teaching practice. This method of identification and provision follows the recommended graduated response: 'Assess, Plan, Do, Review.'

- Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences.
- QFT plus additional, time-limited intervention support programmes, either individually or in groups, designed to accelerate learning and enable a pupil to catch-up to expected levels.
- QFT plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (children working with SEN Support).

If evidence shows that progress has not been made despite provision of concentrated support, the school or parents may apply for statutory assessment, which may lead to an EHC Plan. The school, child and family will be fully involved in this process.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.



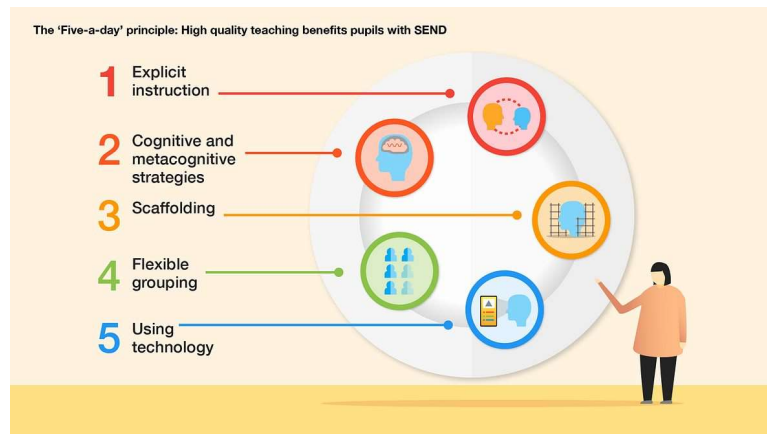
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide 'hover' support in class. Lubbins Park Primary does not assign 'one to one LSA support'

Our approach to teaching children with SEND

unless this is specified within a pupil's Education Health Care Plan (EHCP). Some children can become overly reliant on adult support, which has a detrimental long-term effect. We want all learners to be resilient, autonomous and confident in their own abilities.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons. We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).














Parent Consultations

At Lubbins Park Primary, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold coffee mornings/afternoons every term where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEND provision at Lubbins Park Primary, direct to training courses and support groups, as well as welcoming guest speakers from outside agencies.

In addition to this, a member of the SEND Team is available at parents' evenings to discuss any concerns. For children who have an Education, Health and Care Plan, One Plan or require specialist support (over and above, what is ordinarily available) we will invite you to 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. A copy of this will always be sent home after the meetings.

	<p>We value your input and appreciate the completion of a Parent Questionnaire designed to gain views on the school's provision and offer.</p>						
 <p>Child Consultations</p>	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and the daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="748 619 1823 927"> <tr> <td data-bbox="748 619 1106 810">  </td> <td data-bbox="1106 619 1464 810">  </td> <td data-bbox="1464 619 1823 810">  </td> </tr> <tr> <td data-bbox="748 810 1106 927"> <p>Self-assess how they are doing</p> </td> <td data-bbox="1106 810 1464 927"> <p>Attend meetings and help decide the support needed.</p> </td> <td data-bbox="1464 810 1823 927"> <p>Feedback and Review progress/interventions.</p> </td> </tr> </table>				<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
							
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 <p>Evaluating Provision</p>	<p>At Lubbins Park Primary, we understand the importance of regularly evaluating our provision. We do this by:</p> <ul style="list-style-type: none"> • Reviewing progress in Senior Leadership Team meetings and discussing next steps. • Discussing and sharing ideas in staff meetings to ensure up to date research and policy is in place. • Reviewing children's individual progress towards their goals at regular intervals, at least every term. • Establishing children's baseline levels before receiving interventions and reviewing the impact of interventions at regular intervals. • Asking our children if they feel the adjustment or intervention is helpful and making a difference. • Monitoring by the SEND Team. • Regularly using a tracking tool to update targets and measure progress. 						

- Holding termly reviews for children who are on Education Health and Care Plans and One Plans.
- Holding annual reviews for children with Education Health Care Plans.




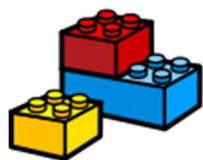



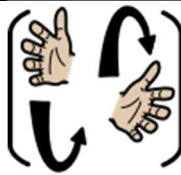

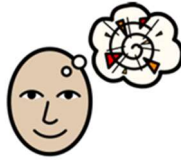
Staff Training










At Lubbins Park Primary, we believe in professional development and aim to ensure all our staff have the understanding they need so that they can support your child.



When a new member of staff joins the school, we ensure that they understand the systems within school and are given information about the children they are working with.

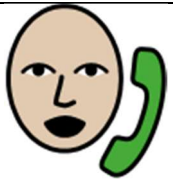

The Senior Leadership Team within school are constantly monitoring needs and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties, appropriate teaching and support strategies that could be utilised.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton – Level 1	Phonics	ADHD

	<p>and 2)</p> 				
	<p>Specific Learning Difficulties</p>	<p>Complex Needs training</p>	<p>Nurture support</p>	<p>Speech and Language</p>	
					
	<p>De escalation</p>	<p>Attachment</p>	<p>Reading for those who struggle</p>	<p>Sensory needs</p>	
 <p>Transition Support</p>	<p><u>Starting school</u> We hold frequent school tours when parents and carers can experience our school during the school day. In addition, parents/carers are invited to meet with the class teacher and we endeavour to ensure that all information and documentation has been shared with us by any previous setting. We work very hard to ensure that all pupils have a successful transition into our school and are able to provide extra meetings or tours as needed.</p> <p><u>End of Year transition</u> When children move up a year, we provide transition booklets, which include photos of the teacher, additional staff and classroom environment. We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p>				

	<p>Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share One Plans.</p> <p><u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. SENDCos from the relevant secondary schools are invited to meetings in the summer term to discuss the needs of our year 6 leavers. Where beneficial, parents may also be involved in this process.</p> <p><u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place as well as ensuring that all information has been shared from the previous setting.</p>
 <p>Outside Agencies</p>	<p>These are just some of the outside agencies we work with to provide support for children with SEND:</p> <p>Inclusion Partners, SEND Operations Team, Essex Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy, Visual and Hearing impairment team, Occupational Therapy Team</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. All reports and feedback will be shared with you.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on our trips and we will endeavor to remove any barrier to their participation.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances,</p>

	<p>workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, prefects, house captains etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child’s class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Team Leader, Executive SENDCo or Inclusion Manager. If they cannot solve your issue, you will then be able to raise this with a member of the Senior Leadership Team.</p> <p>If you are not happy with the response, then you may contact the Trustees through the school office.</p> <p>Mrs Annie Sutton – Chair of Trustees</p>
<p>Essex Local Offer</p> 	<p><u>What the Local Offer is</u></p> <p>The Local Offer gives information about support available in Essex for children and young people aged between 0 to 25, with Special Needs and Disabilities (SEND).</p> <p>You can use the Local Offer to:</p> <ul style="list-style-type: none"> • understand what to do if you're new to SEND • browse for local support such as support groups, fun activities or specialist healthcare • find out what to do in a complex situation, for example if you need to appeal a decision • get advice for young adults with SEND, such as housing and employment support <p>You can watch this animation to find out more about how the Local Offer can help:</p> <p>The Local Offer support information - Essex County Council</p>

The Essex Local Offer can be found at <https://send.essex.gov.uk/>

Other helpful contact numbers	
Essex Education Psychology Helpline	01245 433293 Monday 1-5 pm
School Nursing Team	0300 2470013
SEND Information Advice Support Service (SENDIASS)	01245 204338



Feedback

Parent Survey October 2025

90% of parents of children with SEND said they find our school very welcoming.

80% of parents of children with SEND said they feel that the school communicates effectively with them regarding their child's development and education.

80 % of parents of children with SEND said they feel that the school supports/makes reasonable adjustments to extra-curricular activities and enrichment.

