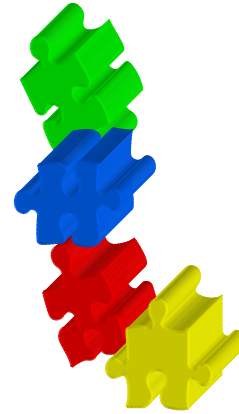


Special Educational Needs (SEN) Information Report

South End Junior School



Approved by:	Full Governing Body	Date: 13/03/25
Last reviewed on:	26/01/26	
Next review due by:	26/01/27	

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website.

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school currently provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Social, emotional and mental health needs
Sensory and/or physical	Hearing impairments

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO (Director of Inclusion) is ***Mrs Amy Izycky, 07387 118210***

aizycky@southend-jun.northants.sch.uk

She has had **ten** years' experience in this role and has worked as a year group leader and science leader prior to this. She is a qualified teacher.

She achieved the National Award in Special Educational Needs Co-ordination in November 2017.

She has also had training in Drawing and Talking, safeguarding, children in care, ACEs, trauma and attachment, Senior Mental Health Lead, anxiety, EBSA, bereavement, person centred practices, speech and language, ASD, ADHD, dyslexia, dyscalculia, precision teaching, access arrangements, adaptive teaching, cognition and learning, medical needs, Solihull Approach, Boxall profiling, assistive technology, equality, Signs of Safety, Early Help Assessment and leadership.

She is allocated three and a half days a week to manage SEND provision.

Teaching assistants (TAs)

We have a team of **14** TAs, including **three** higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. Our pastoral support lead is trained in delivering Protective Behaviours and we also have a trained Emotional Literacy Support Assistant (ELSA).

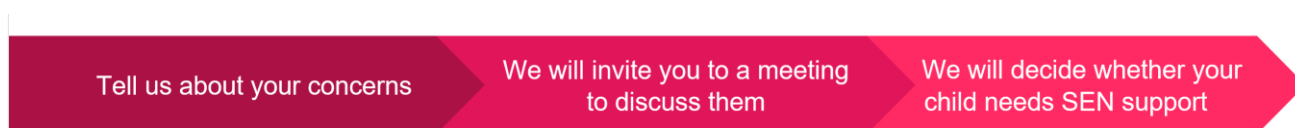
Our TAs receive the same weekly training as the teachers. TAs are trained to deliver specific interventions such as Precision Teaching, Sounds Write and Speech and Language.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- › Specialist teachers or support services
- › Educational psychologists
- › Occupational therapists or physiotherapists
- › Speech and language therapists
- › General practitioners or paediatricians
- › School nursing team
- › Mental Health support Team (MHST)
- › Education Inclusion Partnership Team (EIPT)
- › Social care
- › SEND Specialist Support Service
- › Visual Impairment team (Teacher of the Deaf)
- › Play therapists
- › Bereavement support agencies

3. What should I do if I think my child has SEND?



If you think your child might have SEND, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress academically, socially or emotionally.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

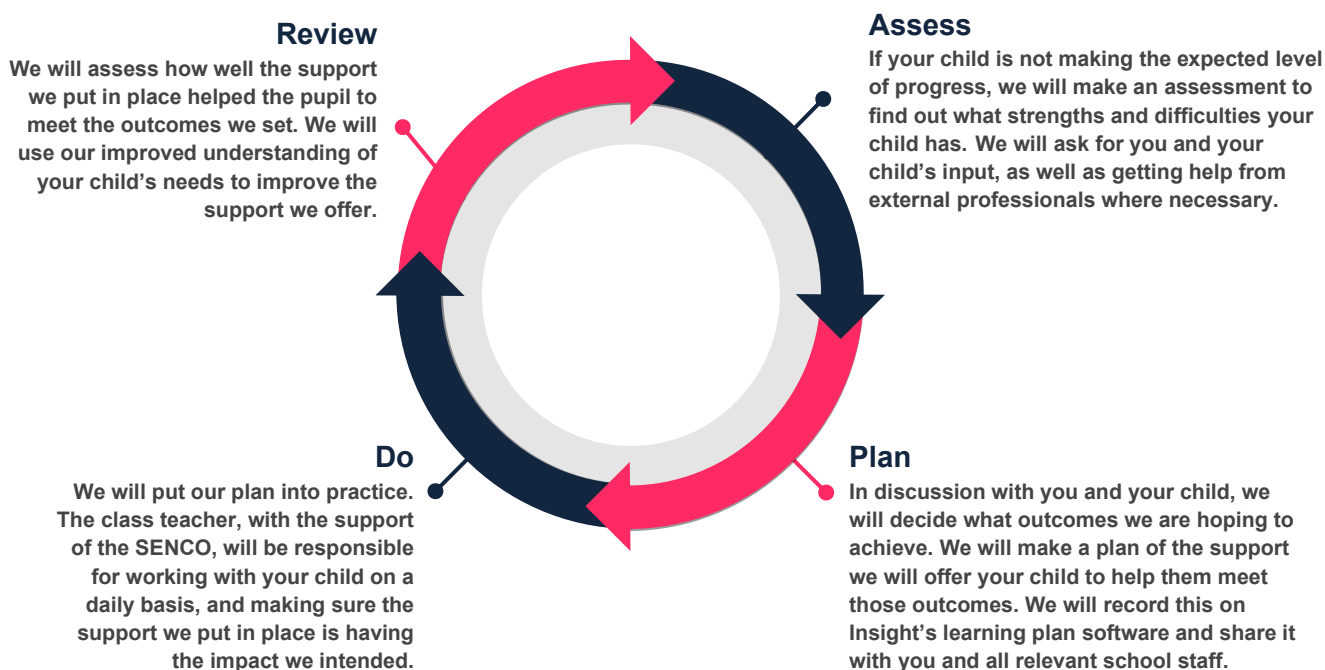
Based on all of this information, the SENCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide an annual report on your child's progress.

Your child's class teacher will meet you three times a year to:

- › Set clear outcomes for your child's progress.
- › Review progress towards those outcomes.
- › Discuss the support we will put in place to help your child make that progress.
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do.

The SENCO will attend these meetings as often as possible to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide ideas into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed on the pupil's learning plan on Insight. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes.
- › Discuss their views with a member of staff who can act as a representative during the meeting.
- › Complete a survey.
- › Share and discuss their learning.

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visuals etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, sloped boards, etc.
- Teaching assistants may support pupils on a 1:1 basis if they have an Education Health and Care Plan **and cannot access the curriculum with adaptations**, or for a specific intervention.
- Teaching assistants may support pupils in small groups if they have an Education Health and Care Plan, when they are needing additional support or for a specific intervention.

Please see our Accessibility Plan for further information, which covers how we increase the extent to which disabled pupils can participate in the curriculum.

We may also provide the following interventions and provision:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Superflex Sensory breaks Sensory Circuits Play Buddies Lego Based Therapy Socially Speaking Talkabout for Children Sensory resources Now and Next Ear defenders Wobble board
	Speech and language difficulties	Speech and language therapy Visual aids
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia / Moderate learning difficulties	Writing slope Ergonomic pen Task planner Help card

		Laptop Touch typing SNIP / Precision teaching Clicker 8 Sounds Write Echo / Paired reading Colourful Semantics Reading Pen Immersive reader Pre-teaching Overlearning Memory games Numberstacks Number Sense Numbots Write from the Start Visual aids
Social, emotional and mental health	ADHD	Quiet workstation Movement breaks Privacy board Wobble cushion Standing desk
	Adverse childhood experiences and/or mental health issues	ELSA intervention Drawing and Talking Protective Behaviours Zones of Regulation Sensory room (Den) Emotion coaching Emotions cards Self regulation basket Home school book Worry book Meet and greet Muddles and Puddles Pets As Therapy Checks ins with trusted adults
Sensory physical and/or	Hearing impairment	Visual aids Appropriate seating

These interventions are part of our contribution to North Northamptonshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil surveys
- Monitoring by the SENCO
- Using provision maps to measure progress and cost effectiveness

- › Evaluating data from assessments
- › Holding an annual review (if they have an Education, Health and Care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip in year 6.

All pupils are encouraged to take part in sports day, performances and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- › We follow North Northamptonshire school admission arrangements for all prospective pupils, including those with SEN or a disability.
- › All prospective pupils whose EHC plan names the school will be admitted if we can meet need regardless of if we have spaces available.

13. How does the school support pupils with disabilities?

- › Our Accessibility plan details how we will:
 - Prevent disabled pupils from being treated less favourably than other pupils.
 - Increase the extent to which disabled pupils can participate in the curriculum.
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide.
 - Improve the availability of accessible information to disabled pupils.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEND are encouraged to be part of the Junior Leadership Team (JLT).
- › We ensure all pupils have trusted adults in school.
- › There is a self regulation basket and a worry eater in every classroom.
- › All staff are trained in emotion coaching.
- › We provide additional pastoral support from appropriate members of staff, pastoral support worker and ELSA.
- › We have interventions available for pupils who need extra support with social or emotional development.
- › We work closely with the Mental Health Support Team (MHST) who have also provided training to staff on supporting pupils with anxiety.
- › We have achieved the silver TaMHs accreditation.
- › Our SENCO is also our trained Senior Mental Health Lead (SMHL).
- › We fund therapy for pupils who require it and work closely with the therapists.
- › We have a 'zero tolerance' approach to bullying. Please see our anti-bullying policy for further details.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to meet to discuss the pupil's SEND.
- › SENCO meets with the new teacher to discuss the pupils with SEND in their new class.
- › Transition days in the summer term.
- › Additional transition support is available for pupils who need a personalised plan.

Between schools

When your child with SEND is moving on from our school, we will have a transition meeting with the new school and pass all information and documentation on.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support. All documentation is passed on.

Year 6 teachers deliver wellbeing sessions written by the MHST to their classes.

Additional transition workshops are available from the MHST for year 6 pupils who need it.

Additional transition support is available for pupils who need a personalised plan, such as additional visits to their secondary school.

Our SENCO meets with the SENCO of the year 2 children who are coming to us and joins any annual reviews in the summer term.

16. What support is in place for children in care or previously in care with SEND?

Our SENCO, is also the designated teacher for **children in care**. She makes sure that all teachers understand how a **child in care or previously in care's** circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children in care or previously in care will be supported much in the same way as any other child who has SEND. However, children in care will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If this does not resolve your concerns, you are welcome to escalate your concerns to the SENCO and then to the head teacher. We will try to resolve the complaint informally in the first instance. The Governor with specific responsibility for SEND may be involved if necessary. If it cannot be resolved, you will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: [Complain about a school: Disability discrimination - GOV.UK](#)

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. You can contact SEND Information Advice Support Service (SENDIASS): [SEND Information Advice Support Service | North Northamptonshire Council](#) for support with this.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

- To see what support is available to you locally, have a look at North Northamptonshire's local offer: [North Northants Local Offer](#)
- Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation is: [SEND Information Advice Support Service | North Northamptonshire Council](#) Contact number 0300 373 2532 SENDIASS@northnorthants.gov.uk
- SEND Support Service offers advice and support: [SEND Support Service | North Northamptonshire Council](#)

› Educational Psychology Service: [Educational Psychology Service - support for families | North Northamptonshire Council](#)

Educational and Inclusion Partnership Team: [Attendance, behaviour and home schooling | North Northamptonshire Council](#)

Virtual School for Looked After Children: [Virtual School | North Northamptonshire Council](#)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams.
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- › **Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services.
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area.
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.
- › **SENCO** – the special educational needs co-ordinator.
- › **SEN** – special educational needs.
- › **SEND** – special educational needs and disabilities.
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND.

- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN.
- **SEND support** – special educational provision which meets the needs of pupils with SEND.
- **Transition** – when a pupil moves between years, phases, schools or institutions, or life stages.