

Special Educational Needs and Disabilities (SEND) Information Report 2024 – 2025



Inclusion Team

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The aim of this Information Report is to explain how SEND support works in our school and how we implement our SEND policy.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

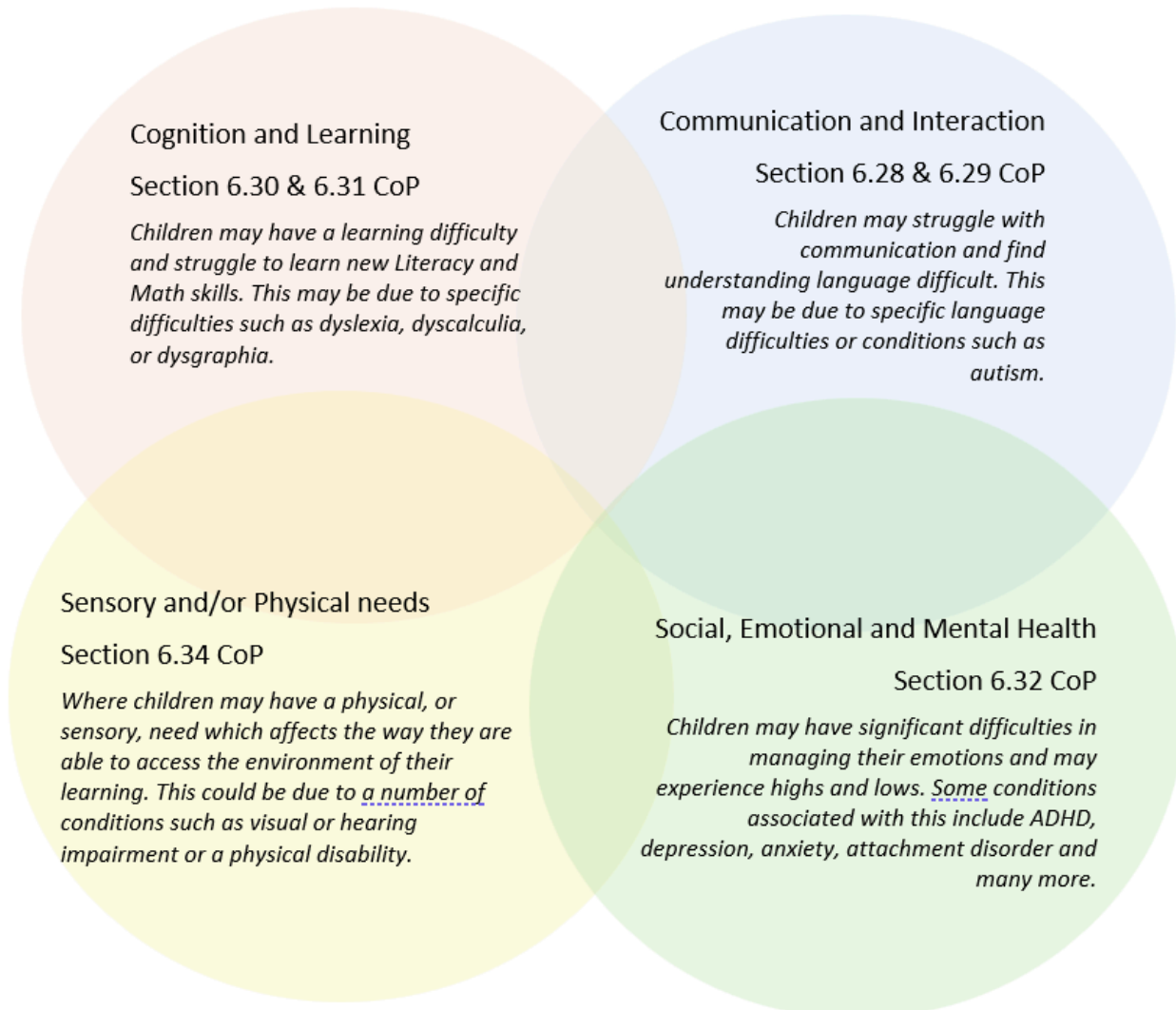
You can find our SEND policy on our website

https://joydens-wood-infant.kent.sch.uk/wp_site/wp-content/uploads/2024/11/SEND-Policy-2024-25-1.pdf

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 provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/352822/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child, and what are their key responsibilities?

At Joydens Wood Infant School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our Inclusion Lead and SENCO is Miss Amy Vinton, who has achieved the National Award in Special Education Needs Co-ordination.

Class Teachers and Learning Support Assistants

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Our Learning Support Assistants (LSAs) have all received specialist training to effectively lead their interventions. Teachers and LSAs attend regular training sessions led by specialist teachers and school staff.

Please see our SEND Policy which has specific training listed.

External agencies

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 may include:

- Educational psychologists
- GPs or paediatricians
- Emotional Wellbeing Practitioners
- Occupational therapists
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists

3. What should I do if I think my child has SEND, how will the school know if my child needs additional help and how will the school share information with me?

Children with special educational needs or disabilities (SEND), may need extra support because of a range of needs that make it harder for them to learn than other children.

Many children require some additional intervention or support at some point in their school career. This does not necessarily mean that they are identified as having SEND. If your child is identified as requiring additional support all staff will be made aware and relevant actions will be put into place. The learning of all pupils is assessed regularly and where pupils are not making the expected levels of progress a plan identifying desired outcomes is put in place and support is identified. You will be kept informed of this.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss; the school will then follow the graduated approach which is a 4-part cycle of assess, plan, do, review:

Assess	If your child is not making the expected level of progress, we will carry out assessments to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

The plan is then implemented by all teachers and reviewed on a regular basis. We use the Kent Mainstream Core Standards when supporting children with SEN. We monitor the impact of interventions and the desired impact through year group provision plans. SMART targets are set to meet the desired outcome. On some occasions a Personalised Plan will be produced.

In some very rare cases, if children do not make suitable progress it may be necessary to apply to the local authority for an Education, Health, Care Plan (EHCP), which stipulates and safeguards the provision they receive. The teachers and teaching assistants work closely with our SENCO to meet the needs of individual pupils and staff receive regular training on specific educational needs.

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

The school will report to you at least three times a year how your child is progressing in school through our Parents Consultation sessions, interim report and our end of year report. However, if there are concerns with regards to your child's progress, more meetings (informal or formal), will be arranged.

If you are concerned that your child may have special educational needs, please share your concerns with your child's teacher who will discuss this with our SENCo. Your child's class teacher will continue to assess your child's progress, if they have any concerns they will arrange a meeting to discuss these with you. From here a plan of action will be organised as to how we will support your child. This may include a request for additional support and advice from external agencies.

If your child has a Personalised Plan or Provision Plan, a member of staff who knows your child well, alongside the SENCO, will review and update your child's plan 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

We work closely with parents so that we can build a better picture of how the SEND support we are providing is impacting your child in and out 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.

5. What support can my child/young person expect to receive from the school?

We are an inclusive school and children have access to provision depending on their need. The site is fully wheelchair accessible and three classrooms have been fitted with enhanced sound systems to support children with hearing impairments.

Adaptive teaching supports and enables all children to progress from the level in which they started. A range of strategies are implemented to target all types of learners. Specific strategies and reasonable adjustments are implemented, where appropriate, to support children's learning and progress and attainment is tracked regularly. Where necessary, Risk Assessments are carried out for individuals and the Whole School Provision Map targets children's needs when they require more personalised intervention. Interventions may be carried out within the classroom or in another learning space; these may be run by a Teacher or Learning Support Assistant.

We provide interventions that support children socially and emotionally such as Drawing & Talking and Lego Therapy. We can provide support to identify Speech and Language difficulties by carrying out assessments. We have access to interventions to support motor skill development such as Clever Fingers and regulation strategies such as Sensory Circuits.

Children can often find unstructured times like play time and lunch time difficult. Our playground has different areas set up during lunchtimes to include a range of activities that all children can access and enjoy. Our staff are also aware of specific children who may require more support because they struggle to maintain friendships, require support to demonstrate appropriate social skills or become overwhelmed on the playground.

The school has access to specialist teachers from the Local Authority via the LIFT process, access to Speech and Language support from the NHS via a referral process, as well as support from an Educational Psychologist and the Early Help team.

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

The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. All pupils are encouraged to go on our school trips. All pupils are encouraged to take part in sports day, PE sessions and School plays. Risk Assessments to include all children are undertaken as routine.

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

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

We are a nurturing school and support children with their social and emotional development. All staff and pupils are involved in activities, such as size of the problem, Growth Mindset and zones of regulation, which are embedded throughout the daily life of the school. Our staff work hard to develop strong relationships with your child to develop confidence and approach them with any concerns/worries. Where children have needs with their emotional wellbeing, we have interventions that can support them with this. We are able to access services to support your child here at school (Education Psychologist may be involved here) as well as your family (through the Early Help Team).

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 in activities to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND

8. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Emma Blake, Deputy Headteacher, will work with Miss Amy Vinton, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils 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.

9. What support will be available for my child as they transition between classes or settings?

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 have a transition meeting of the year when the pupil's SEND is discussed
- Transition sessions for the children to spend time in their new class and new teacher
- Social stories or pictures of new class and teacher

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. The SENCO of the new school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Enhanced transition sessions
- Sharing any specific resources the child uses
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our SENCO and Family Engagement Leader, the other school's SENCO, the parents/carers and where appropriate the pupil.

10. 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.

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

<https://www.iask.org.uk/>

The Local Offer

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents/carers in understanding the range of services and provision in the local area. The Local Offer for Kent can be found:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

<https://www.iask.org.uk/assets/booklets/5-SEN-Support-in-mainstream-schools.pdf>

11. 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 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **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.
- **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
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **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