



Special Educational Needs and Disabilities (SEND) Information Report

Inclusion Team

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Contents

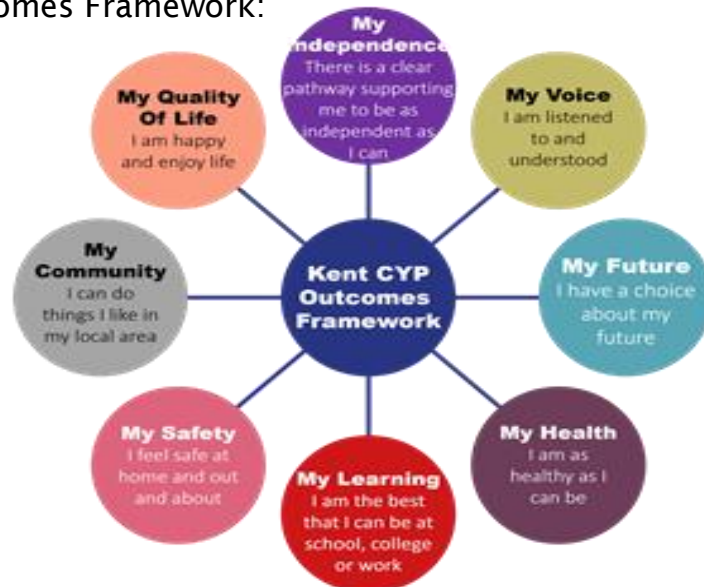
1. What types of SEND does the school provide for?	4
2. Which staff will support my child, and what are their key responsibilities?	5
3. What should I do if I think my child has SEND?	8
4. What happens if the school identifies a need?	9
5. How will the school measure my child's progress?	12
6. How will I be involved in decisions made about my child's education?	13
7. How will my child be involved in decisions made about their education?	14
8. How will the school adapt its teaching for my child?	15
9. How will the school evaluate whether the support in place is helping my child?	16
10. How will the school ensure my child has appropriate resources?	17
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?	17
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	19
13. How does the school support pupils with disabilities?	19
14. How will the school support my child's mental health and emotional and social development?	22
15. What support is in place for looked-after and previously looked-after children with SEND?	23
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	23
17. What support is available for me and my family?	24
18. What should I do if I have a complaint about my child's SEND support?	25
19. Supporting documents	26
20. Glossary	27

Kent SEND Information Report

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.

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.

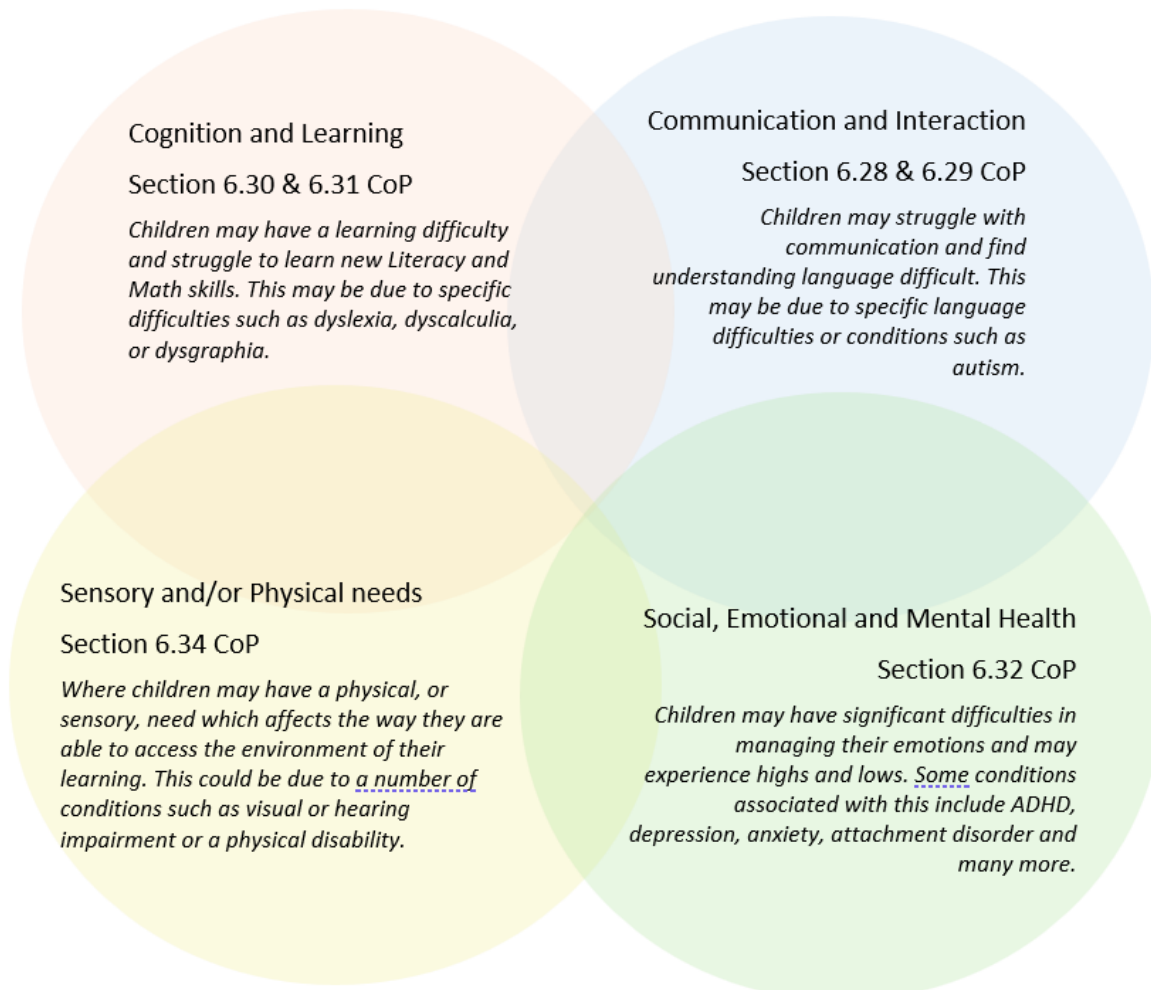
You can find our SEND policy on our website

<https://www.jubileepriamaryschool.org.uk/special-educational-needs-and-disabilities-send/>

Note: If there are any terms we have used in this information report that you are 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 \(publishing.service.gov.uk\)](#)

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



At Jubilee Primary 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.*

	<p>Becky Biddlecombe Special Educational Needs Coordinator (SENCo) and Assistant Headteacher</p>		<p>Carole Rich Restoring Hope Counselling Service</p>
	<p>Barbara Faulkner SEND Governor</p>		<p>Lara Forza Restoring Hope Family counsellor</p>
	<p>Marilyn Nadesan Headteacher and Designated Safeguarding Lead</p>		<p>Laura Cronin Speech and Language Therapist</p>
	<p>Tina Kinns SEND Assistant and Family Liaison Officer (FLO)</p>		

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is **Becky Biddlecombe**.

She has 5 years of experience in this role and worked as a teacher for 10 years prior to this. She is a qualified teacher with a BA Degree in Primary Education.

She achieved the National Award in Special Educational Needs Co-ordination in 2022.

She also works one day a week for the Kent County Council as an Inclusion Champion.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Here are some examples of some training that our staff have completed in the last academic year:

- Autism training through the Autism Education Trust (AET).
- Speech and Language training with our Speech and Language Therapist.
- ADHD through the National Association of Special Education Needs (NASEN).
- Anxiety Awareness through Step Education.
- Sensory processing through The Pod (NHS).

Teaching assistants (TAs)

We have a team of 15 TAs / HLTAs who are trained to deliver SEN provision.

All of our teaching assistants are trained to deliver all of our interventions.

In the last academic year, TAs have been trained in Speech Link, Precision Teaching, Language Village, Sensory circuits, Colourful Semantics, Zones of regulation, intimate care, ADHD, Autism and communication boards among others.

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:

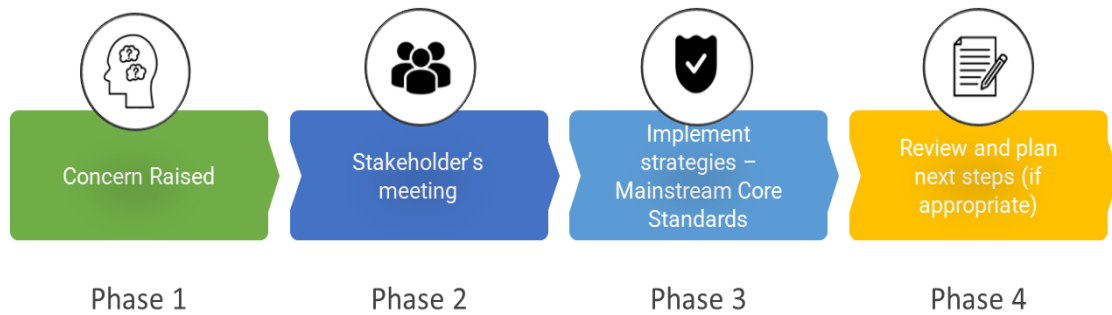
- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- Education welfare officers
- GPs or paediatricians
- NELFT practitioners

Kent SEND Information Report

- Occupational therapists
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- Voluntary sector organisations
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists



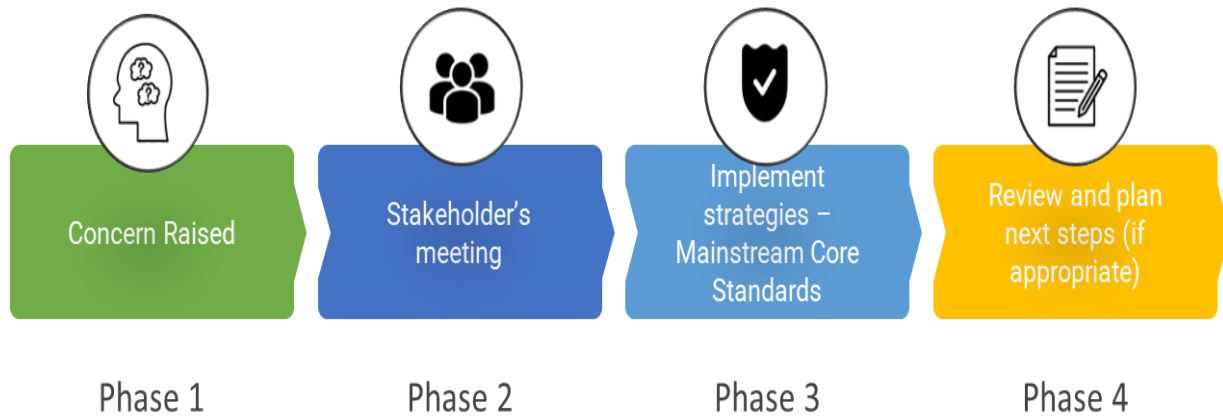
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCo is aware. You can get in touch with your child's teacher through the class email address or email the SENCo at SENCO@jubileeprimaryschool.org.uk</p>
<p>Phase 2</p>	<p>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.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



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. This might include taking longer to read or struggling to make friends.

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. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

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 possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

There are also a range of assessments that we can use to try and determine the underlying difficulty so that we can tailor the support to this. These assessments are listed below:

Assessment	Area assessed	Format	When they are conducted
Speech link	Pronunciation of speech sounds	Trained members of staff within the school	During their first term of Reception and then every 6 months if needed

Kent SEND Information Report

Language Link	Understanding of language	Trained members of staff within the school	During their third term of Reception and then every 6 months if needed
British Picture Vocabulary Scale	Receptive vocabulary	One to one with SENCo	When considering to take a child to communities panel
RAVENS progressive matrices	Non-verbal ability	One to one with SENCo	When considering to take a child to communities panel
Expressive Vocabulary Test	Expressive vocabulary	One to one with SENCo	When considering to take a child to communities panel
Reading Age assessment	Word / Sentence reading	Trained members of staff within the school	Annually when a child is on the SEND register and below in Reading.
Maths dyscalculia	Maths understanding and areas of weakness	One to one with SENCo	When concerns are raised around Mathematical progress.
Lucid COPS/LASS	Dyslexia screener	Series of computer games, one to one with SENCo	When concerns are raised around English progress and then annually where needed.
The Boxall Profile	Social, emotional and behavioural development	Observational assessment completed by class teacher	When a child has a Behaviour Plan.
Strengths and difficulties questionnaire	Behavioural screening questionnaire	Observational assessment completed by class teacher	When a child is accessing a therapeutic intervention such as Play therapy or Nurture Group.

The SEND Code of Practice 2015 states that a child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her which is different from or additional to that given to their peers. A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school.

Kent SEND Information Report

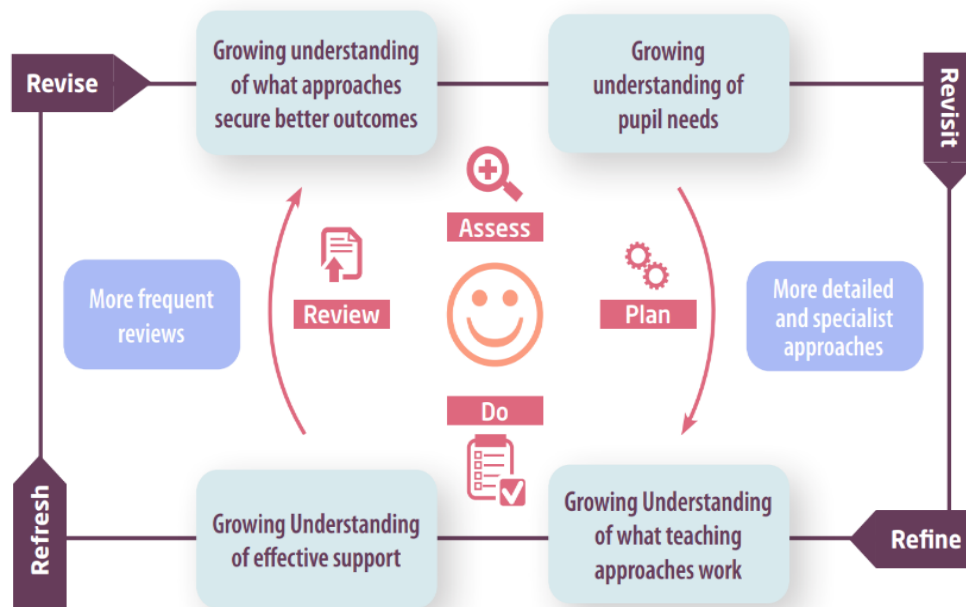
See table below for the entry and exit requirements for the SEND Register.

Entry criteria	Exit criteria
<ul style="list-style-type: none"> • High quality intervention delivered at least three times weekly over four terms (four out of six over the year) shows less progress than their peers, and/or • the child needs a high level of intervention to enable them to keep up with their peers (three interventions or more), and/or • external professional input is necessary for them to continue to make progress for longer than four terms. <p>In-year admissions:</p> <ul style="list-style-type: none"> • Child joins the school with an EHCP. • Child joins the school having been on the SEND register in previous school and demonstrates the same need for additional or different provision within the first term of being with us. <p>If parents or the class teacher have raised concerns but they do not yet fit this criteria, then they will be added to the SENCo's 'Monitoring list' to ensure their progress is closely monitored and support is put in place where needed.</p>	<p>If the child does not need provision which is 'additional to, or different from', their peers for a 12-month period, then they are taken off of the SEND Register.</p> <p>There will be a meeting with the parent and a letter to confirm this.</p> <p>They will then be added to a 'Monitoring list' which the SENCo oversees. They may go back on at any time if they meet the Entry Criteria again.</p>

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**.



Assess	If your child is not making the expected level of progress, we will make an assessment 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.

Kent SEND Information Report

Here is a list of some of the additional standardised assessments that we use to inform our judgements for all children:

Year Group	Assessment	Format	Timing
Reception	Baseline	Observation and activities both in groups and one to one.	September
Reception	Speech Link	Online game for five minutes with a familiar adult.	End of Term 1 and then every six months thereafter if needed.
Reception	Language Link	Online game for approximately 25minutes with a familiar adult (completed over two sessions).	Term 3 and then every six months thereafter if needed.
Year 1	Phonics screening check	One to one verbal activity with their class teacher.	Usually June
Year 4	Multiplication tables check	Computer based tables game.	June
Year 6	Key Stage 2 tests and teacher assessment	Reading, Maths, spelling, punctuation and grammar tests.	May

In addition, some specific groups of children receive the following standardised assessments:

Year Group	Assessment	Format	Timing
Children with SEND who are below in reading	Salford Sentence Reading Test (SSRT)	One to one reading activities with the SENCo or SEND Assistant	November & June annually
Children in the Nurture Group or receiving family counselling	Boxall	Online survey completed by the class teacher.	3 times annually

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

We work closely with our parents and realise the importance of working together to make decisions about the provision in place to support other child. We meet with every child's parents 3 times a year and produce an annual report on your child's

progress. However, for those on the SEND register, we offer an additional three 'Touchbase meetings' with your child's class teacher to review the provision in place for them. These meetings are held in terms 1, 3 and 5 and are 20 minutes long.

- Review progress towards previously set outcomes.
- Set new outcomes for your child.
- 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.

In some cases the SENCo may also attend these meetings.

If you have concerns that arise between these meetings, please contact Becky Biddlecombe at SENCO@jubileeprimaryschool.org.uk

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 individual needs. We recognise that no two pupils 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.
- Share their views with their class teacher through pupil voice interviews to inform the evaluation of their current plan.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Attend and lead the first 20 minutes of any Annual Reviews for children with an EHCP.



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

High quality teaching, with scaffolded access to learning, is the first step in responding to pupils who have or may have SEND. Wherever possible, adaptations and additional support is given in class to enable the child to participate as fully as possible with their class.

At Jubilee Primary School, the quality of teaching is judged by Ofsted (July 2017) to be outstanding. We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. They can be accessed through the link below. There is also a parent's version along the right-hand side. <https://www.kent.gov.uk/education-and-children/special-educational-needs/sendstrategies-and-policies/send-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments, e.g. precision teaching, small group teaching, use of ICT software learning packages. These are delivered by staff employed through the funding that we allocate as 'notional SEND funding'.



Pupils with more complex needs may be required a differentiated curriculum. The use of targeted booster and intervention groups provide specific support for identified needs. However, additional intervention and support cannot compensate for a lack of good quality first teaching, so the school has regular reviews of teaching and learning for all pupils, especially for those at risk of underachievement. This includes reviewing and improving teachers' understanding of strategies to identify and support vulnerable pupils, as well as their knowledge of the SEND most frequently encountered (SEND Code of Practice, 2015, 6.37).

In some cases, homework is also adapted for learners to enable their full participation and to feel included in the activities that the rest of their class are working on.

Examples of adaptations may include:

- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

★ >Scaffolding lesson materials

Please also see our Accessibility Policy for further details.

We also provide the following interventions:

Area of support	Name of intervention	Area of support	Name of intervention
Speech and Language	Speech Link Pre-teaching vocabulary Cued Articulation Phonological awareness Speech and Language therapist	Physical and/or sensory	Sensory circuits BEAM Clever hands/fine motor skills Sensory room during lunchtimes
Learning support	Booster groups Precision teaching Daily readers Memory boosting activities Dyscalculia solutions Attention Autism Approaches Intensive Interaction Colourful semantics Reading Revival	Emotional and social	Nurture Group Talk about social skills Talk about self esteem Counselling Zones of regulation Comic strip conversations Social stories Anxiety gremlins Anger gremlins Emotional check-ins
*For more information about these interventions, please see Appendix 1.			

These interventions are part of our contribution to Kent County Council’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 goals every term in pupil progress meetings.
- > Reviewing the impact of interventions every term.
- > Using pupil questionnaires and assertive mentoring meetings.



- Parent voice through Touchbase meetings.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).
- Learning Plans are formally evaluated every two terms (Terms 1, 3 & 5) and One Page Profiles are reviewed annually (Term 6).

In deciding whether progress is inadequate, we use the description from the SEND Code of Practice (2015) paragraph 6.17. This describes inadequate progress as progress that:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between rate of progress.
- Widens the attainment gap.

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

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



At Jubilee Primary School, every child is recognised as a valued individual and is provided with equal opportunities to succeed alongside their peers. We use our best endeavours to ensure that all clubs, trip and activities are available to pupils with SEND, with or without an EHCP. Where necessary, the school will use the resources available to enable the safe participation of the pupil in activities, as far as it is safe to do so.

Where a child is struggling to participate effectively due to the nature of their SEND, adaptations will be made or a suitable alternative will be offered that does not restrict their access to the curriculum. For example, a child who cannot cope with a whole class drumming lesson may come out and do it in a small group.

We also endeavour to provide additional support in the classroom to prevent children from missing out whilst completing their individual interventions. Where it is necessary for them to leave the classroom to complete these, the child will not miss the main input of the lesson and will not regularly be taken out of their favourite lessons. As much as possible, interventions are delivered in short, frequent bursts so as not to disrupt learning and access to all of the other parts of the curriculum. Sometimes this means that a child may complete an intervention bi-termly to allow them time to transfer that learning into the classroom and to take part in a broad and balanced curriculum.

Where there are special activities such as practising for a class assembly, interventions will be reviewed carefully so that the pupil can participate fully in the class practice.

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



For prospective pupils with a disability or SEN, the SENCo will give the parent a call to discuss the support that is available. The parent will then follow the normal admissions procedure and normal admissions criteria will apply. When the child is offered a place, the parent will then be contacted to arrange the support that is needed, prior to the pupil starting.

- How you make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated
- An explanation of how your oversubscription criteria avoid unfairly disadvantaging prospective pupils with a disability or special educational needs

Oversubscription criteria

- In line with legislation, children with an Education, Health and Care Plan (EHCP) which names Jubilee Primary School will be allocated places before remaining places are offered in rank order. As a result of this, the published admissions number will be reduced accordingly. Where the school is oversubscribed, priority for places will be ranked according to the following criteria, using the remaining places:

- *Looked after children in Local Authority care*
- *Current family association*
- *Health and special access reasons*
- *Child of staff at the school*
- *Nearness of children's homes to school.*

13. How does the school support pupils with disabilities?



You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The admissions process is the same for children with physical disabilities as it is for those without.

The school has also made the following improvements as part of their accessibility planning:



- The school has completed the required modifications for pupils with SEND, to ensure access to all areas. Modifications include the installation of a wheelchair ramp for access to the main entrance; installation of a lift for wheelchair access to the first floor and disabled toilets on all floors. All plans for future building extension work comply with all Disability Discrimination Act 1995 (DDA) requirements.
- We have employed and/or trained TAs who have specific skill sets that match the needs of children.
- All staff receive ongoing training and professional development to enable them to support the children with SEND.
- We set up individual transition programs for children that have already been identified as having SEND before arriving at our school to ensure effective provision is in place for them and that the curriculum is adapted where necessary to take account of their needs.
- Risk assessments for trips to ensure they are able to participate as much is as safe to do so.
- Additional training provided is necessary to access our wrap around care.

See the next page for images of our current physical building adaptations.

Kent SEND Information Report

For more information, please read our Accessibility Plan:

<https://www.jubileeprimaryschool.org.uk/school-policies/>

	<p>Ramp into the front office</p>
	<p>Two internal lifts up to the first floor</p>
	<p>Disabled toilets on every level</p>
	<p>Ramp to access the school minibus</p>



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

At Jubilee Primary School, we are fully committed to creating a nurturing environment that enables all pupils to develop emotional resilience and social skills, both through direct teaching, for example during PSCHEE lessons, and indirectly with every conversation adults have with pupils throughout the day. We have a consistent positive behaviour management system in place throughout the whole school.

For some pupils with the most need for support in this area, we can also provide the following:

- Quiet time in a dedication area (time and space to calm down, reflect, talk through the difficulty and preparation to return to class).
- Social, emotional and mental health (SEMH) interventions such as counselling, small group discussions and play therapy.
- Mentor time (an adult within the school acts as a mentor and has regular check-ins with the child to discuss whether they are on track and to provide gentle guidance).
- Restorative justice strategies (children that have broken a rule, talk through how they can make amends and then, with support, face the person or people that have been wronged).
- Social stories and comic strip conversations to work through the thoughts and speech of others and how it can be misinterpreted.
- Nurture Group.

- Support and advice from the STLS.
- Referral to other services for further support, such as the School Nursing Team, Early Help or the Child and Adolescent Mental Health Service (CAMHS).

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



Mrs Becky Biddlecombe is also the designated lead for looked after and previously looked after children. She will 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.

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

At Jubilee Primary School, we understand that many children find transitions very challenging and need extra help in order to manage them successfully. As standard, we do a home visit for every child that joins our school, to get to know them and their family in a familiar environment before starting at our school.

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 attend a final meeting of the year when the pupil's needs and provision are discussed.

➤ Create a transition plan if needed in the touch base meeting in Term 5.

➤ Schedule lessons with the incoming teacher towards the end of the summer term, where possible.

➤ Provide all parents with a social story with photos and information about the upcoming year so that you are reassured and prepare them for these changes during the summer holidays.

Between schools

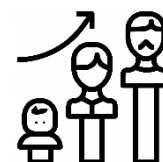
When your child is moving on from our school, we will pass on all of the information that we have for your child to their new school. The SENCo may also give the SENCo a call to arrange a transition meeting.

Between phases (Pre-school to Reception)

The SENCo and EYFS teacher will attend the SEND transition event organised by STLS to meet with current settings and to discuss children that may need additional support.

The SENCo is available at the parents information evening and transition meetings.

Some children may be offered additional visits or a staggered start prior to starting and/or a social story to show them photos of their new classroom.



Between phases (Year 6 to Year 7)

The SENCo and a Year 6 teacher will attend the SEND transition event organised by STLS to meet with Secondary Schools to pass out relevant information so that they can prepare accordingly.

All relevant paperwork regarding the pupil's special educational needs or disability will be transferred to the new educational setting.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge



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

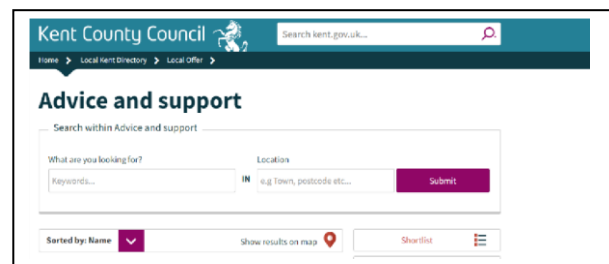
If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website:

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

There is also a Kent Directory of providers that can give support at:

<https://local.kent.gov.uk/kb5/kent/directory/results.page?localofferchannel=2>



Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Information and Advice Support for Kent:

Helpline: 03000 41 3000

Email: iask@kent.gov.uk

Website:

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

Kent PACT (Parents and Carers together) also support parents and enable you to have your say.

Contact them on:

Email: info@kentpact.org.uk

Website: <https://kentpactnew2022.co.uk/>

For further links to charities that can support you, please visit our website:

<https://www.jubileeprimaryschool.org.uk/special-educational-needs-and-disabilities-send/>

18. 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 your concern has not been addressed to your satisfaction, we invite you to meet with the SENCo, Mrs Becky Biddlecombe. If it is still unresolved, then please arrange an appointment with the Headteacher, Dr Marilyn Nadesan. If after that, you still feel that your concern has not been addressed, you can make a formal complaint to the Chair of Trustees, Mrs Kim Lee.

For our full complaints procedure please visit:

<https://www.jubileeprimaryschool.org.uk/school-policies/>

If you are not satisfied with the school's response, you can escalate the complaint. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND 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: <https://www.gov.uk/complain-about-school/disability-discrimination>

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. This can be accessed via this link:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. 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.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a pupil’s 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.
- › **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
- › **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

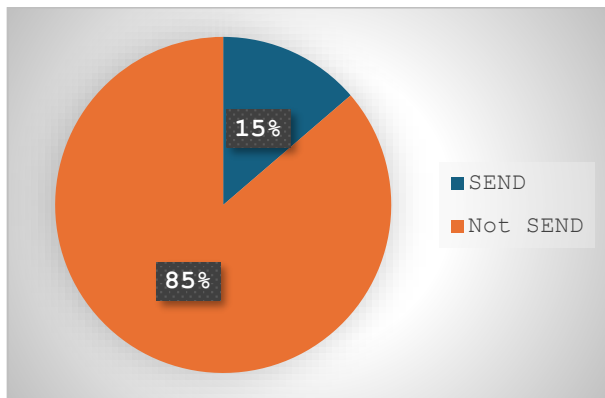
Kent SEND Information Report

- **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

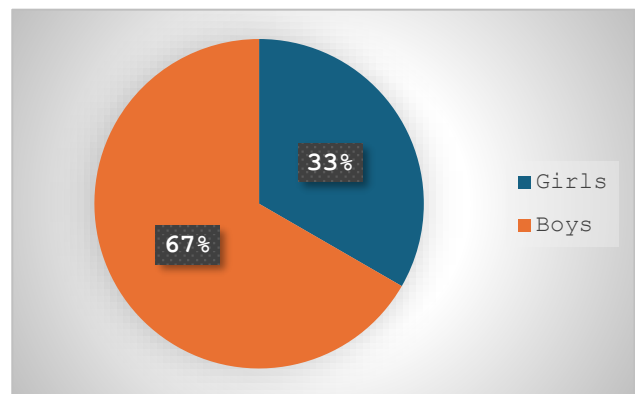
Appendix 1

SEND Summary 2024-25

Whole school SEND 45 out of 328



Boys/girls comparison



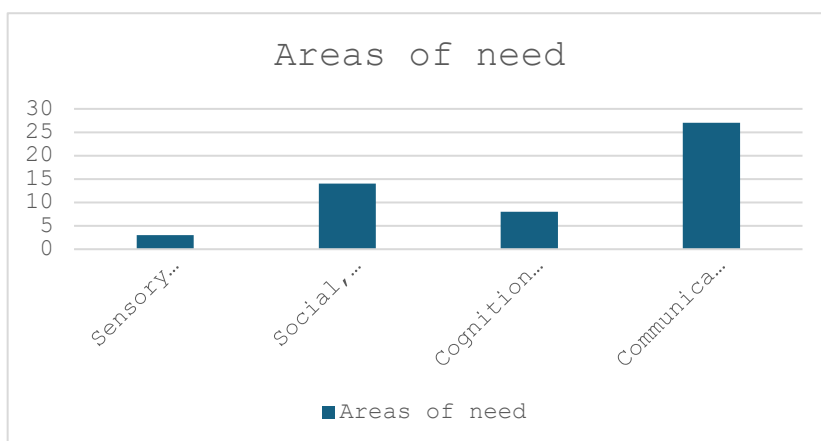
EHCP Comparison

JPS	National June 2024
1.2%	3%




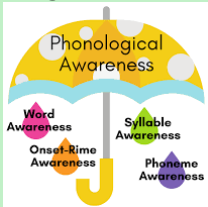

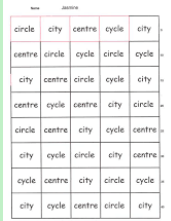

SEND Support Comparison

JPS	National June 2024
13.7%	14.1%



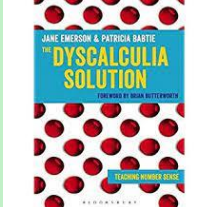
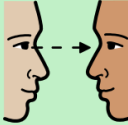
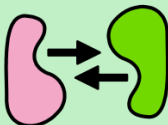

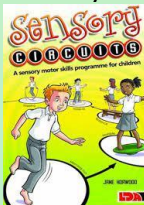
Primary Area of Need







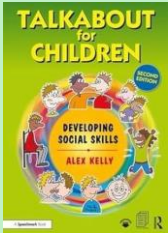
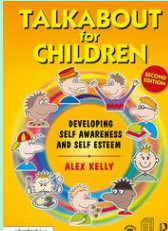
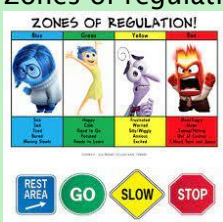
Appendix 2 – Further information regarding the interventions that we offer

Area of support	Name of Intervention	Overview of the intervention	Link for further Information
Speech and Language	Speech Link 	Speech Therapy resources created by 'Speech and Language Link'. Lots of games and activities completed 1:1, without the use of a computer.	https://speechandlanguage.info/
	Pre-teaching vocabulary 	A small group that is taught the vocabulary ahead of it being discussed in class. Usually using pictures and definitions and short games.	N/A
	Cued Articulation 	An action that goes along with a speech sound to mirror how it is formed in the mouth.	https://speechbloguk.com/cued-articulation/
	Phonological Awareness Programme 	A program that allows children to recognise and work with the sounds of spoken language. This pack comes recommended by STLS.	https://www.beginlearning.com/parent-resources/phonological-awareness/
Learning Support	Booster groups 	Additional sessions to support children who may need more follow up after a lesson.	N/A
	Precision teaching 	A structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and Maths.	https://www.twinkl.co.uk/teaching-wiki/precision-teaching
	Daily readers 	Additional 1:1 reading for those that benefit from it.	N/A



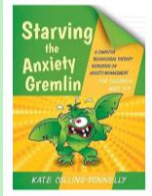
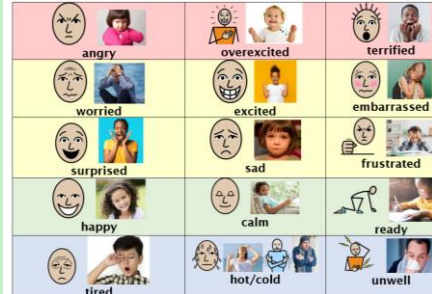
Kent SEND Information Report

Area of support	Name of Intervention	Overview of the intervention	Link for further Information
	<p>Reading Revival</p> 	<p>An intervention designed for children in upper KS2 for whom phonics has not been successful.</p>	<p>https://readingrevival.com/</p>
	<p>Memory boosting activities</p> 	<p>Working memory, visual and auditory memory games that can then be applied to the classroom.</p>	<p>N/A</p>
	<p>Dyscalculia solutions</p> 	<p>A step by step instruction booklet to support children who are very behind their peers in Maths.</p>	<p>https://www.dyscalculia.me.uk/</p>
	<p>Attention Autism Approaches</p> 	<p>Often referred to as, 'The Bucket Game'. It works on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking.</p>	<p>https://www.fiveacrewood.co.uk/useful-information-outreach/</p>
	<p>Intensive Interaction</p> 	<p>A practical approach to interacting with people who do not find it easy communicating or being social.</p>	<p>N/A</p>
	<p>Colourful Semantics</p> 	<p>A method which breaks sentences into their different word meanings and assigns each a colour.</p>	<p>https://www.kentcht.nhs.uk/childrens-therapies-the-pod/speech-and-language-therapy/school-aged-language/</p>
<p>Physical and/or sensory</p>	<p>Sensory Circuits</p> 	<p>A form of sensory integration therapy. It involves a sequence of physical activities that are designed to alert, organise and calm so that pupils are ready to learn.</p>	<p>https://www.childrenscloicetherapy.co.uk/sensory-circuits/</p>

Kent SEND Information Report

Area of support	Name of Intervention	Overview of the intervention	Link for further Information
	BEAM  Balance, education and movement	A gross motor program for children with coordination difficulties.	https://www.kentcht.nhs.uk/childrens-therapies-the-pod/physiotherapy/coordination-and-motor-development/
	Clever hands/Fine motor 	A program to support the development of fine motor skills such as doing up zips, buttons and handwriting.	N/A
	Sensory room 	A room designed to develop a person's sense, usually through special lighting, music and objects.	N/A
Emotional and social	Nurture Group 	A focused intervention to support children who find coming into school in the mornings difficult.	
	Talkabout social skills 	A therapeutic intervention to support children who find social situations difficult.	http://alexkelly.biz/alex-work-and-talkabout/
	Talkabout self-esteem 	A therapeutic intervention to support children with low self-esteem or awareness.	http://alexkelly.biz/alex-work-and-talkabout/
	Zones of regulation 	A strategy to teach self-regulation and emotional control.	https://zonesofregulation.com/how-it-works/

Kent SEND Information Report

Area of support	Name of Intervention	Overview of the intervention	Link for further Information
	<p>Comic strip conversations</p> 	<p>A visual way for children to explore their thoughts and feelings about a situation.</p>	<p>https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations</p>
	<p>Social stories</p> 	<p>A social learning tool to explain social situations and help children to learn ways of behaving in these situations.</p>	<p>https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations</p>
	<p>Anxiety/Anger gremlins</p> 	<p>Based on cognitive behavioural principles, this workbook uses fun and imaginative activities to teach children how to manage their anxiety or anger, by changing how they think or act.</p>	<p>N/A</p>
	<p>Emotional check ins</p> 	<p>Check ins at the beginning of end of the day to see how a child is doing.</p>	<p>N/A</p>