

Special Educational Needs and Disabilities (SEND) Information Report St Stephen's Junior School



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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.

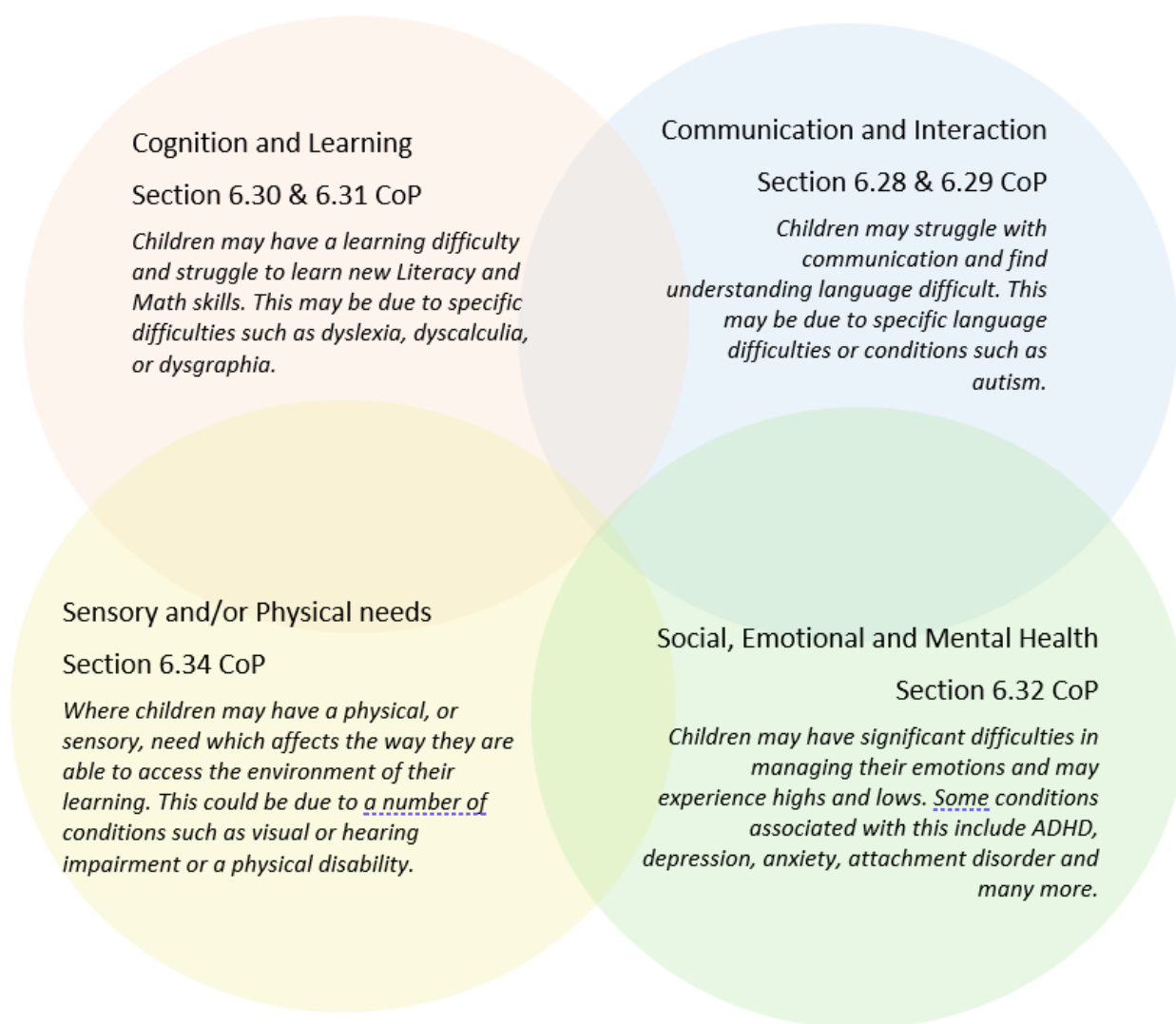
You can find our SEND policy on our website:

<https://www.ststephensjuniorschool.co.uk/key-information/school-policies>

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 wholistic 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.gov.uk/government/uploads/system/uploads/attachment_data/file/262322/SEND_Code_of_Practice_January_2015.pdf)

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



At St Stephen's Junior 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

At St Stephen's Junior School we are very fortunate to have two SENCOs

Mrs Jo Sazant, who is a qualified teacher and has been a SENCO continuously since before 1 September 2009 and is not required to undertake the National Award in Special Educational Needs Co-ordination.

Mrs Rose Whatley, who is a qualified teacher and is currently working towards achieving the National Award in Special Educational Needs Co-ordination.

Class/subject teachers

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

This year our SENCOs have delivered training to teaching staff on Nurture and SEMH provision, Provision mapping, Boxall profiling, Dyslexia Friendly Classrooms, Mainstream Core Standards and Colour Blindness.

Teaching assistants (TAs)

We have a team of TAs and two Nurture practitioners, who are trained to deliver SEN provision.

A high number of our teaching assistants have been trained to deliver Read Write Inc phonics, but we also have teaching assistants who are trained to deliver interventions such as Lego Therapy, Drawing and Talking, Sensory Circuits, BEAM, Language Through Colour and Speech and language interventions. In the last year, we have had TAs attend training delivered by external professionals linked to the school. This has included Makaton, Attention Autism and Trauma informed practice.

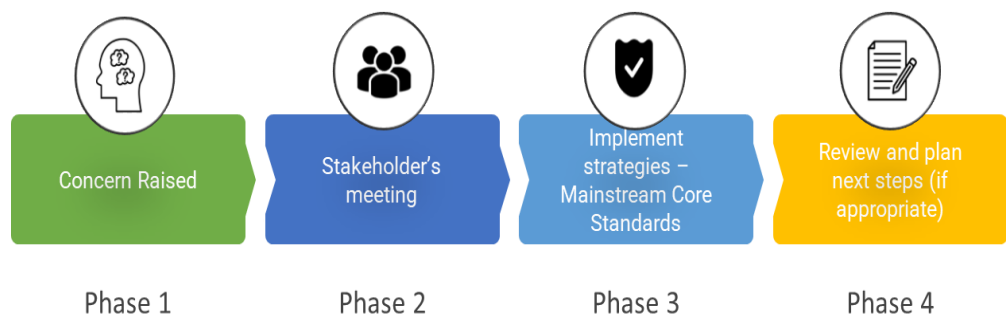
External agencies

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 Young People's Mental Health Service (CYPMHS)
- Specialist Teaching Service
- SEND Inclusion Advisor
- Educational psychologists
- School Health service
- Emotional Wellbeing Team practitioners
- Occupational therapists/physiotherapists
- Safeguarding services
- Speech and language therapists



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

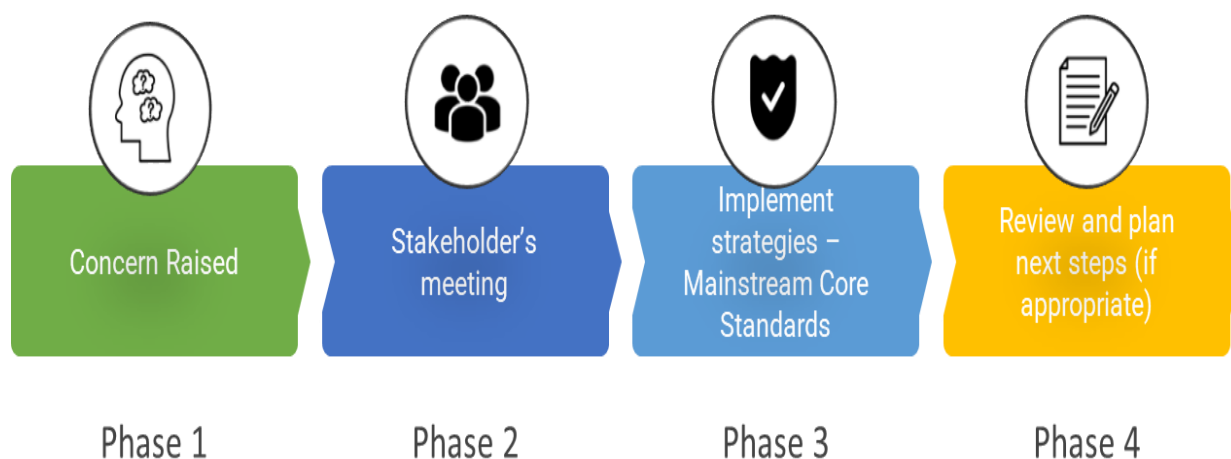


Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. In the first instance the best person for you to speak to would be your child's class teacher. If you want to get hold of the SEND team directly then please email senco@ststephensjuniorschool.co.uk or leave a message with the School Office for one of the SENCOs to contact you.
Phase 2	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.
Phase 3	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.

Phase 4	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.
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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 difficulties with reading, spelling, interacting with peers or regulating their emotions.

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.

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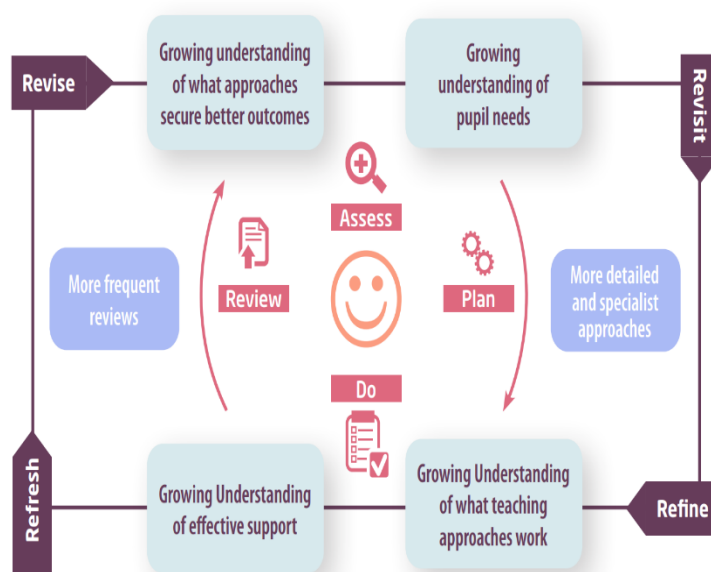
5. How will the school measure my child's progress?

At St Stephen's Junior School we formally monitor the academic progress of all pupils 3 times a year. We also assess the reading ages of all pupils using the Accelerated Reader scheme and screen all children in Year 3 using the Read Write Inc phonics screener.

Since October 2022, we have used the Boxall Profile assessment tool to assess every child's social, emotional and behavioural development. This tool is used annually for every child, but is also used more frequently for those children where an SEMH need has been identified, in order for progress to be monitored closely.

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

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	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.

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

At St Stephen's Junior School we provide annual reports on your child's progress. In addition, we hold Parent's meetings twice a year. This is an opportunity to meet and discuss any concerns and look at the support in place for your child. The SENCO may also attend these meetings, where appropriate.

Your child's class teacher will meet with you in order 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 know that you're the expert when it comes to your child's needs and aspirations. So, 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 insight 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.

If you have concerns that arise between these meetings, please contact your child's class teacher or the school SENCOs.

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

At St Stephen's Junior School we value the importance of pupil's voice in setting and evaluating our provision. 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 and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice or class survey



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

Your child's teachers are 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 follow the Mainstream Core Standards to ensure that our teaching conforms to best practice and that the curriculum and learning environment is adapted for pupils with special educational needs.

<https://www.kent.gov.uk/about-the-council/strategies-and-policies/service-specific-policies/education-policies/send-strategies-and-policies/send-mainstream-core-standards>

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 and are guided by the Mainstream Core Standards in the first instance.

These 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

We may also provide the following interventions:

- Read write inc phonics programme
- Fresh start phonics
- Maths booster groups
- Handwriting support
- Spelling support
- EAL support
- Touch typing
- Numbots
- Reading support
- BEAM/Sensory circuits
- Attention Autism
- Drawing and Talking
- Speech and language programmes
- Nurture sessions

From September 2025, the Meadow Mice Enhanced Provision has been in place to support some of our key children where the mainstream classroom is not able to be differentiated sufficiently for them to be able to access their learning successfully. Meadow Mice is an inclusive hub designed to support pupils who have an EHCP, an identified diagnosis or who are on a pathway for these. Pupils accessing the provision are typically working at Key Stage 1 levels and are able to access the curriculum through this structured and adapted learning environment. For further information please see the separate Meadow Mice Enhanced Provision Policy.

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 each term
- Using learning plans to set and monitor individual targets for children with SEND
- Reviewing the impact of interventions after each term through assessment and evaluating progress on Insight
- Monitoring by the SENCO – meetings with class teachers and parents
- Holding an annual review (if they have an education, health and care (EHC) plan)



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.

If your child's provision requires a high level of support from both staff and resources, then extra funding will be applied for in order to secure this. From September 2025, this funding will be requested through the 'Community of Schools' meetings attended by our SENCOs.

11. 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 and to take part in our extensive after school clubs. No pupil is ever excluded from taking part because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. This may include providing additional adult support or using the school mini bus.

All pupils are encouraged to take part in whole school activities such as sports day, school plays and special events.

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



Our admission arrangements for pupils at St Stephen's do not discriminate against any prospective pupil with a disability or special educational needs.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. When the school receives a consultation for a child with an EHCP, each case is looked at thoroughly and a placement agreed if it is felt that needs can be met successfully within our school.

Before the application of oversubscription criteria, children with an EHCP, which names the school, will be admitted. As a result of this, the published admissions number will be reduced accordingly.

Further details on admission can be found in our Admissions Policy.

13. How does the school support pupils with disabilities?



You are classed as 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.

Our school Accessibility Plan details our commitment to ensuring we are constantly looking at ways to increase the accessibility of our school for disabled pupils.

https://www.ststephensjuniorschool.co.uk/images/sss/Policies/Accessibility_Plan_reviewed_June_2020a.pdf

In compliance with the Equality Act 2010 we are committed to do this in 3 key ways:

- By increasing the extent to which disabled pupils can participate in the school curriculum
- By improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- By improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

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

In March 2025 the school was awarded the Nurturing School accreditation in recognition of the importance the school places on supporting the children's mental health and emotional and social development. As part of this programme we now assess the social and emotional needs of every child using the Boxall profile assessment tool.

We understand that it is important to enable all pupils to develop emotional resilience and social skills, both through direct teaching in PSHE lessons and indirectly through interactions with both peers and staff throughout the school day.

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

- We provide extra pastoral support interventions including Lego therapy, drawing and talking and emotional regulation
- We employ a school-based counsellor who comes in weekly to provide 1:1 sessions for those children who have been identified as having specific social and emotional needs
- All classrooms have sensory spaces within them in order to support emotional regulation
- From September 2025 we will be running Nurture provisions within 'The Bloom Room' for those children with the highest level of social and emotional needs
- The school works closely with our Emotional Wellbeing Team provided by NELFT. This team offer a range of support from class sessions, to individual work with children and families.
- We have a large Forest School for the children to access during planned sessions led by our dedicated member of staff
- We have a 'zero tolerance' approach to bullying as detailed in our Behaviour policy
- We employ a Family Liaison Officer who works with some of our key families and children

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



The designated teacher for looked-after and previously looked-after children is our SENCO, Mrs Jo Sazant. She ensures 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) which will be developed closely with external professionals. 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?

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 and share all current SEND information about the child. The SENCO or parents may also attend this meeting
- Schedule transition sessions where all pupils can meet their new teachers and familiarise themselves with their new classrooms

- Provide transition booklets or social stories for specific SEND children to take home over the summer

Between schools

When your child moves up from the Infant School, we will ensure that all SEND information is shared between class teachers and the SENCOs. An extensive transition package is put in place for all pupils from the Infants including regularly meeting new teachers, having lunch in the school hall and touring the school.

When your child moves onto secondary school, our school SENCO meets with the SENCOs of all the local secondary schools in order to discuss the needs of all the pupils who are receiving SEND support. In recent years this information has been passed on at a dedicated Transition Event attended by all SENCOs.

Pupils will be prepared for the secondary transition by:

- Familiarising themselves with examples of secondary school timetables
- PSHE lessons focussed on developing independence and organisational skills
- Sessions delivered by the Emotional Wellbeing Team
- Attending sessions with staff from their new secondary schools
- 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. Our Family Liaison Officer, Mrs Kym Amos is also able to give more general advice and support to all families within the school.

To see what support is available to you locally, have a look at Kent's local offer. A local offer gives SEND children and young people and their families information about what support services are available in their area.

Kent's Local Offer can be found on the SEND Information hub website:

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

Information Advice and Support Kent (IASK) is a Kent service that provides free confidential information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education.

They can be contacted on:

Telephone: 03000 413000

Email: iask@kent.gov.uk

Some of our families have also accessed local charities that offer information and support to families of pupils with SEND. These include:

SNAAP (Special Needs Advisory & Activities Project in Kent) <https://www.snaap.org.uk>

For Us Too - <https://www.forustoo.org>

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

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

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

Our full Complaints procedure can be found on the school website.

Any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs should be addressed in the first instance to the class teacher or the SENCO. If you need further advice or clarification, then you are welcome to arrange a meeting with the Head Teacher. If concerns still remain then you may contact the governor responsible for SEN or the Chair of the Trustees.

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 [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.

In Kent, Global Mediation www.globalmediation.co.uk/our-services/education/special-education-needs is the independent service commissioned to provide a trained mediator to facilitate a discussion. The purpose is to look for a way forward that all the parties accept. The service is free and confidential - and you can choose whether to use it.

19. Supporting documents

- *Equality Statement*
- *Child protection Policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Meadow Mice Enhanced Provision Policy*
- *Attendance Policy*
- *Policy for Inclusion and Special Educational Needs*
- *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
- **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