



Approved: December 2025

Review date: December 2026

Contents

1. What types of SEND does the school provide for?
2. Which staff will support my child and what training have they had?
3. What should I do if I think my child had SEND?
4. How will the school know if my child needs SEND support?
5. What will happen if my child is added to the SEND register?
6. How will the school measure my child's progress?
7. How will I be involved in decisions made about my child's education?
8. How will my child be involved in decisions made about their education?
9. How will the school adapt its teaching for my child?
10. How will the school evaluate whether the support in place is helping my child?
11. How will the school resources be secured for my child?
12. How will the school make sure my child is included in activities alongside pupils who do not have SEND?
13. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
14. How does the school support pupils with disabilities?
15. How will the school support my child's mental health and emotional and social development?
16. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?
17. What support is in place for looked-after and previously looked-after children with SEN?
18. What should I do if I have a complaint about my child's SEND support?
19. What support is available for me and my family?
20. Glossary





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.

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?

Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia (DCD), dyscalculia
	Moderate learning difficulties (MLD)
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Anxiety
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

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

Our special educational needs and disabilities co-ordinator, or SENDCO

Our SENDCO is Mrs Sophie Smith. Mrs Smith joined Southway Junior School in April 2025 and has previously worked as a Qualified Teacher of the Deaf, leading the deaf centre, and in another junior school. She also worked as a SENDCO in another junior school for one year to cover maternity leave. Prior to qualifying as a teacher, Mrs Smith worked as a qualified Occupational Therapist (OT).

Training and Expertise of Staff

Our teaching staff and Teaching Assistants (TAs) receive regular training in SEND best practices. This includes in-house training led by the SENDCO, external courses and guidance from specialist professionals. Our staff are also supported through regular meetings with the SENDCO, who provides guidance on adaptations, interventions and personalised support strategies.

Learning and achieving together





Working with External Agencies

We work closely with a range of external agencies to ensure that our pupils with SEND receive the specialist support they require. These include:

- ASCT and LBAT who provide advice and recommendations to support pupils with ASC and ADHD
- Educational psychologists who carry out EHCNA assessments and provide recommendations.
- Occupational therapists who advise on sensory and physical support strategies.
- Speech and language therapists who provide assessments and advice
- GPs or paediatricians for medical assessments and advice.
- School nurses who support health and well-being within the school.
- Child and Adolescent Mental Health Services (CAMHS) for mental health support.
- Thought-Full who support mental health using a CBT approach.
- Education welfare officers who assist with attendance and welfare concerns.
- Social services for safeguarding and family support.
- Voluntary sector organisations providing specialised advice and family support.

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

If you think your child may have special educational needs or disabilities (SEND), the first step is to talk to your child's class teacher. Teachers at Southway Junior School are experienced in recognising signs of SEND and will work with you to understand your concerns. During this initial conversation, the class teacher will discuss your child's strengths and any areas of difficulty that have been observed in school. They may also gather your insights about any challenges your child faces at home. If the teacher believes further investigation is needed, they will involve the SENDCO, Mrs Smith, who will carry out further assessments or observations if required. You can also choose to contact Mrs Smith directly to discuss your concerns at any time via email at sen@southwayjunior.co.uk.

The Process:

1. **Initial Discussion:** Start by talking to your child's class teacher about your concerns.
2. **Teacher Observations:** The teacher will observe your child in class to identify any areas of need.
3. **SENDCO Involvement:** If necessary, the teacher will request support, advice and further investigations and assessment from the SENDCO.
4. **Further Assessment:** The SENDCO may conduct observations, assessments or consultations with external specialists if needed.
5. **Formal Notification:** If we decide that your child needs SEND support, we will formally notify you in writing, and your child will be added to the school's SEND register.
6. **Communication:** We will keep you informed at every stage and ensure that your child's views are considered.





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

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, maths and writing.

At Southway Junior School we will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- 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 the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. A holistic approach to monitoring the child's progress both academically and socially will be taken to ensure the child's needs are best met.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Where it is decided to provide pupil with SEN support, the decision will be recorded in school records and we will formally notify parents.

A school-based Individual Support Plan (ISP) is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care Needs Assessment (EHCNA). This request can be made by the school or by parents.

Learning and achieving together





In considering whether an EHCNA is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child or young person's SEN. An EHCNA will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

5. What will happen if my child is added to the SEND register?

If your child is added to the SEND register, they will have an Individualised Support Plan (ISP), Health Care Plan (HCP) or pupil passport, depending upon their presenting needs.

An ISP is a targeted plan that outlines:

- Specific areas of need.
- Clear, measurable targets for progress.
- Strategies and interventions to support the child.
- A review date to assess progress.

ISPs will be reviewed by the class teacher, parents and pupil 3 times per year to monitor progress towards the targets set. We value parental input throughout this process and aim to create a collaborative approach to supporting your child's learning and development.

A HCP details a pupils medical needs and will be reviewed 3 times per year with the Medical Officer, SENDCO, class teacher and parent.

A pupil passport details the ongoing support that a pupil requires to enable them to access all areas of learning and school life. Pupil passports will be reviewed and updated regularly throughout the year by the class teacher.

The SEND register is fluid and children can be added and/or removed at any point during their time at Southway Junior School depending upon their presenting needs.

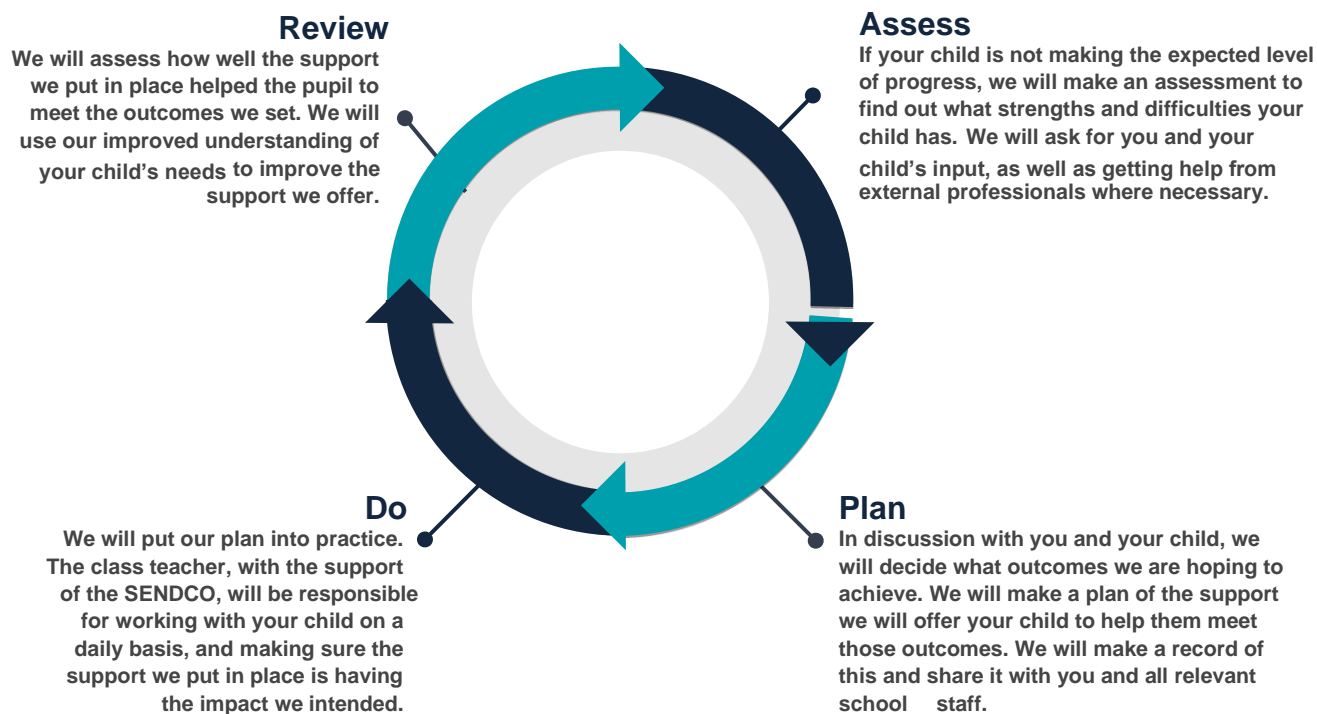
6. How will the school measure my child's progress?

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

At Southway Junior School, we use the Graduated Approach to measure and review the progress of pupils with special educational needs and disabilities (SEND). This is a four-part cycle known as Assess, Plan, Do, Review (APDR):

Learning and achieving together





As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and adjust our offer as we learn what your child responds to best.

For pupils on an Individual Support Plan (ISP), the plan will be reviewed and progress will be monitored three times per year, with an additional annual review meeting for those with an Education, Health and Care Plan (EHCP).

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

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

At Southway Junior School, we believe that parents are the experts when it comes to understanding their child's needs, strengths and aspirations. We are committed to working in partnership with you to ensure that your child receives the best possible support.

Regular Meetings and Communication

- **Parent Evenings:** You will have the opportunity to meet with your child's class teacher at least twice a year during parents' evenings. During parents evenings you will discuss your child's academic progress, behaviour and overall wellbeing.
- **Annual Reports:** You will receive a written report on your child's progress each year.
- **ISP meetings:** If your child is on the SEND register and has an ISP, you will meet with your class teacher three times per year, in addition to parent evenings. During ISP meetings you will:
 - Set clear, measurable outcomes for your child's progress.
 - Review progress towards those outcomes.

Learning and achieving together





Headteacher: Mrs V Smith

- Discuss the support in place and any additional strategies that may be needed.
- Identify what we will do, what we ask you to do and what we ask your child to do.

The SENDCO, Mrs Sophie Smith, may also attend these meetings to provide additional support and guidance.

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.

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact the class teacher by emailing the class email and the class teacher will respond either by email, or phone call.

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

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

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

- Attend meetings to discuss their progress and outcomes.
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey.

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

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

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

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.

Learning and achieving together





Headteacher: Mrs V Smith

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils when verbal content/cognitive load is high in a particular lesson and children need more support to understand and complete a task.
- Teaching assistants will support pupils in small groups when common misconceptions need addressing or a group of children need some 'gaps' filling, ensuring they can make progress in a specific area.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Calm club
	Speech and language difficulties	Speech and language therapy (NHS and private)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Visual prompts
	Moderate learning difficulties	Precision teaching Alternative exercise books (dyslexia)
	Severe learning difficulties	First/Then instructions
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Regulation stations Calm club Clear choices
Sensory and/or physical	Hearing impairment Visual impairment Multi-sensory impairment Physical impairment	School work closely with the West Sussex Sensory Support Team Tailored environmental adaptations, specialised equipment and personalised learning approaches are used as and when appropriate and advised by the Sensory Support Team

10. 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 – ISP meetings with parents termly.

Learning and achieving together





Headteacher: Mrs V Smith

- Reviewing the impact of interventions after 6 weeks (or specified by the intervention programme).
- Using pupil questionnaires.
- Monitoring and observation by the SENDCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHCP) plan).

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

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

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

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

The school receives a notional budget for each child. If funding is needed beyond this, we will seek it from our local authority through different processes and professionals. The SENDCO will be able to make requests for additional funding if an EHCP is in place for your child. This is not always granted, so the school will use the robust

'assess, plan, do, review' cycle to ensure we have evidence to support the requests for additional funding.

12. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

We strive to provide the children at Southway Junior School with rich extra-curricular activity for them to enjoy and thrive in. We want to make sure that all children have equal access to these experiences and all staff, in conjunction with the SENDCO will work with best endeavours to make sure reasonable adjustments are made to include all children.

All 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, including our residential trips and adaptations are always taken into consideration in advance of the trip.

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

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

Admissions to Southway Junior School are managed by the West Sussex Local Authority. Parents wishing to apply for a place for their child should do so through the West Sussex Admissions website.

Learning and achieving together





Our admissions process is the same for all pupils, including those with SEN or disabilities. We do not discriminate against any child based on their special educational needs or disability.

For pupils with an Education, Health and Care Plan (EHCP), the Local Authority will work with parents and the school to determine whether Southway Junior School is a suitable placement.

14. How does the school support pupils with disabilities?

At Southway Junior School, we are dedicated to creating an inclusive environment where all pupils, including those with disabilities, can thrive. Our commitment is rooted in our school values: respect, kindness, teamwork and resilience.

To facilitate access and participation, we have implemented various facilities and aids:

Physical Accessibility:

- Wheelchair access is available at the main entrance and side door.
- Disabled parking spaces are located near the main entrance.
- Accessible toilets are provided for both children and adults.

Hearing Support:

- We are supported by the Sensory Support Team to support pupils who are deaf.
- Teachers are trained in deaf awareness and the use of remote listening devices.

Visual and Sensory Support:

- Exterior lighting enhances visibility and safety during evening events.
- Visual aids and sensory resources are available to support pupils with sensory processing needs.

Specialist Equipment:

- We provide assistive technology, such as laptops, to support learning.
- Adapted learning materials, including large print resources and communication boards, are utilised as needed.

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

At Southway Junior School, we recognise that mental health and emotional wellbeing are fundamental to a child's ability to learn and thrive. We are committed to providing a nurturing environment that supports all pupils, including those with SEND, in their social, emotional and mental health development.

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

- **Thought-full:** We are a Thought-Full school and have support from the Thought-Full mental health support service. They work with pupils on a 1:1 basis and adopt a CBT approach.
- **Your Space:** Your Space is an external agency that provides 1:1 art therapy to pupils who require support with emotional wellbeing.
- **Mindfulness interventions:** 1:1 mindfulness sessions promote emotional wellbeing for pupils who are neurodiverse.

Learning and achieving together





- **Values Visionaries:** Pupils with SEND are encouraged to become Values Visionaries, giving them a voice in school decisions.
- **Team Activities and Clubs:** We ensure that pupils with SEND have the opportunity to join school clubs, team sports and social groups.
- **Social Skills Groups:** For pupils who may struggle with social interaction, we provide targeted social skills groups where they can practice turn-taking, active listening and positive communication.
- **Learning Mentor:** Our Learning Mentor offers check-ins and support for pupils experiencing emotional challenges.
- **Calm Club:** Calm club is available daily to pupils who require a quiet, calm space at lunch times to socialise with others and to provide an opportunity to share how they are feeling with trusted adults.

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

At Southway Junior School we understand that transitions can be a challenging time for all pupils, especially those with SEND. We are committed to ensuring that these transitions are as smooth and supportive as possible, whether your child is moving between classes, to a new school or preparing for adulthood.

Transition Between Classes

- **Transition Morning:** Each year, all pupils, including those with SEND, take part in a transition day where they spend time in their new class with their new teacher and Teaching Assistant (TA). This helps them become familiar with their new environment and routines.
- **Additional Visits:** Where necessary, pupils with SEND may be given extra opportunities to visit their new classroom or meet their new teacher ahead of the official transition day.
- **Transition Booklets:** All children receive a personalised transition booklet containing photographs and information about their new teacher, TA, classroom, cloakroom and playground. This helps them to feel more prepared.
- **Social Stories:** For pupils who may feel anxious about change, we may create social stories or visual guides to help them understand and feel confident about the transition.
- **One-to-One Support:** For pupils with more complex needs, the SENDCO and Learning Mentor may provide additional one-to-one support to prepare them for the change.

Transition to Secondary School

We work closely with local secondary schools to ensure a smooth transition for pupils with SEND. This includes:

- Sharing relevant information about the child's needs and support strategies.
- Arranging additional transition visits for pupils who may benefit from extra familiarity with the new setting.
- Holding transition meetings with secondary school SENDCOs to discuss the needs of pupils moving to their school.

Learning and achieving together





Transition to Adulthood

Although Southway Junior School is a junior school, we are committed to preparing pupils with SEND for their future education and independence. Our support includes:

- **Developing Independence Skills:** We focus on promoting self-help skills, decision-making and self-advocacy.
- **Building Social Skills:** Pupils are encouraged to develop positive peer relationships and effective communication skills.
- **Awareness of Future Options:** As part of our Relationship, Social, Health, and Economic (RSHE) education programme, pupils learn about different future opportunities and the importance of resilience.

17. What support is in place for looked-after and previously looked-after children with SEN?

Sophie Smith, our SENDCO, is also our designated teacher for looked-after children. As part of this role she makes sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Advice will be sought from external agencies where appropriate to gain the best support for the children in school and throughout transition.

Children 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 SEN support plans or EHC plans are consistent and complement one another.

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 and then the SENDCO/Head Teacher. They will then be referred to the school [complaints policy](#).

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

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

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit the school website.

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. Details of how to contact this service can be seen [here](#)

Learning and achieving together





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

At Southway Junior School, we understand that supporting a child with special educational needs and disabilities (SEND) can be both rewarding and challenging. We are here to support not only your child but also you and your 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 West Sussex local offer. West Sussex Local Authority publishes information about the local offer on their website: <https://westsussex.local-offer.org/>

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

organisations are: <https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-disabilities-informationadvice-and-support-service>

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

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

20. Glossary

Access arrangements – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN

Graduated approach – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area

Learning and achieving together





Outcome – target for improvement for pupils with SEN. 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

SENDCO – the special educational needs and disability co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEND information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEND support – special educational provision that meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

