



Alderton Junior School

Special Educational Needs and Disabilities (SEND) Information Report

2025 – 2026

Our School 	“The Alderton Family: Belong, Aspire, Achieve. Securing Strong Futures Together.” The Alderton Junior School vision is to provide an exceptional education that is inclusive and aspirational for all learners, and provides wider opportunities for all. Our vision for children with SEND is to provide a rich, broad and balanced curriculum that is inclusive, stimulating and ambitious for pupils with SEND within which all achievements are valued and progress is nurtured. Through child-centred planning, we strive for each pupil to fulfil their potential, to become an independent learner and to be able to access all aspects of school life with the aim of leaving as a well-rounded individual ready for their next stage in education and beyond.
Meet our SENDco 	Our school’s SENDco is Miss Ellie Davies. You can contact her via the school office or by emailing senco@ais.efspt.org Miss Davies works at the Alderton Junior School on Monday, Wednesday and Friday. She works at the Alderton Infant School in the same role on Tuesday and Thursday.  Miss Davies SENDco

What is SEND? (Special Educational Needs) 	SEND stands for Special Educational Needs and Disabilities. This means that a child might need extra support with their learning or development compared to other children their age. At Alderton Junior School, we are proud to be an inclusive school that celebrates the diverse needs of all our pupils. We support children with a variety of Special Educational Needs. The SEN Code of Practice 2014, which is a guide for schools, categorises SEND into four main areas: Cognition and Learning: This refers to difficulties with learning, where children might learn at a slower pace than their peers. This can include: - Moderate Learning Difficulties (MLD): Children may need support across many areas of the curriculum. - Severe Learning Difficulties (SLD): Children often need extensive support in all curriculum areas and may also have difficulties with movement and communication. - Profound and Multiple Learning Difficulties (PMLD): Children have very significant and complex learning difficulties, often alongside a physical disability or sensory impairment.  Communication and Interaction: Children with Speech, Language and Communication Needs (SLCN) find it difficult to communicate with others. This could mean they struggle to: - Express what they want to say. - Understand what others are saying. - Understand or use the social rules of communication (e.g., taking turns in conversation).  Social, Emotional and Mental Health (SEMH): Children may experience a range of difficulties that show themselves in different ways. These could include: - Becoming withdrawn or isolated. - Displaying challenging communicating behaviours - Underlying mental health difficulties like anxiety or depression. - Other conditions such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) (which can make it hard to focus or control impulses), or Attachment Disorder (difficulties forming secure emotional bonds)  Sensory and Physical Needs: Some children need special educational support because they have a disability that makes it difficult for them to access the usual school facilities. This can include: - Vision Impairment (VI): Difficulties with sight. - Hearing Impairment (HI): Difficulties with hearing. - Multi-Sensory Impairment (MSI): A combination of vision and hearing difficulties. Children with these needs often require specialist support and/or equipment. - Sensory Processing Disorder 
Identifying and Assessing Need 	At Alderton Junior School, we work closely as a team. If a staff member has a concern about your child's progress or well-being, they will first discuss it with you. We then begin to follow the Graduated Response approach, which is a four-part cycle of 'Assess, Plan, Do, and Review': Assess: We gather information about your child's needs including carrying out any additional in-school assessments Plan: We decide on the support and strategies your child will receive. 

	Do: We put the planned support into action. Review: We check how well the support is working and decide on next steps. If we feel your child needs continued additional support, they will be placed on our SEND Register. We will invite you to a meeting to share the targets your child is working on and the support they are receiving. We will create a One Plan to keep track of your child's progress towards reaching their targets and to identify the extra support that is in place for them.
Our approach to teaching children with SEND 	We are an inclusive school, meaning we aim for all children to learn together in their classrooms as much as possible. Teachers use quality first teaching (QFT), which means adapting their teaching methods to meet the diverse needs of all pupils. We use the Ordinarily Available Universal and Ordinarily Available Targeted framework provided by Essex County Council to guide our teaching and support for children with SEND. Ordinarily Available Universal This refers to the high-quality, inclusive teaching and resources that are available to all children in our school, regardless of whether they have an identified SEND. This includes strategies like: ● Visual timetables: Pictures or symbols showing the day's schedule. ● Task planners: Boards that break down tasks into smaller steps. ● Peer mentoring: Children supporting each other. ● Assistive technology: Tools like computers or special software to help learning. ● Talk partners: Children working together to discuss ideas. ● Word banks: Lists of words to help with writing. ● Positive behaviour strategies: Encouraging good behaviour. ● Ear defenders: To help reduce noise for sensitive children. ● Timers: To help with focus and managing tasks. ● Explicit instruction: Clear and direct teaching of skills. ● Zones of Regulation: To help develop emotional literacy and regulation tools These are just a few examples of how we adapt our curriculum to ensure all children can access the learning environment. Ordinarily Available Targeted This refers to the additional, more specific support and interventions that are available to children who have been identified as having SEND and need something over and above what is ordinarily available to all. This support is carefully planned and reviewed through the 'Assess, Plan, Do, Review' cycle. Examples might include: ● Small group interventions focusing on specific learning difficulties. ● One-to-one support for particular skills. ● Specialised resources or equipment.

- Input from external professionals (with your permission).

You can find more information about the Ordinarily Available frameworks via the link below:

<https://schools.essex.gov.uk/special-educational-needs-and-disabilities-send/send-services-and-support/send-advice-and-2>



Visual timetables



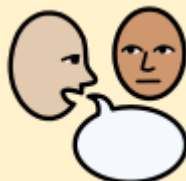
Task boards



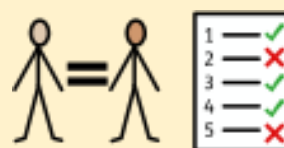
Peer work



Assistive technology



Talk partners



Peer marking



Self-assessment



Word banks



Positive behaviour strategies



Ear defenders



Timers



Explicit instruction

Working Together

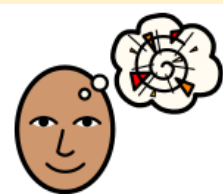


We believe that working closely with parents and carers is vital. You know your child best, and your insights are invaluable!

- Parents and carers are welcome to meet with the SENDco at any point in the academic year including at parents' evenings to discuss any concerns you might have.
- We host coffee mornings across the year where parents can connect, share experiences, and receive information about training courses and support groups in Essex. We also invite outside agencies to these sessions.
- For children with an Education, Health and Care Plan (EHCP) or a One Plan, we hold three additional meetings a year (Autumn, Spring, and Summer). These meetings celebrate your child's progress, set new targets, and discuss next steps. You'll always receive a copy of the documents from the meetings.
 - An EHCP is a legal document for children and young people aged up to 25 who need more support than is available through SEND Support. It outlines their special educational, health, and social care needs and how these will be met.
 - A One Plan is a plan developed by the school to outline the specific support a child on the SEND Register will receive.

Your child's views are also very important! They have a right to be involved in conversations about their education. Children are regularly given opportunities to:

	● Talk about their learning and progress with their teacher and learning support staff ● Attend or contribute their views and opinions to meetings
Evaluating Provision 	We regularly review and evaluate the effectiveness of our SEND provision to ensure every child is making good progress. This includes: ● Discussing children's progress and next steps in our Senior Leadership Team (SLT) meetings and Pupil Progress meetings. ● Sharing ideas and keeping up-to-date with research and policies in staff meetings. ● Reviewing each child's individual progress towards their targets at least every term. ● Establishing a baseline for children before they receive interventions and regularly reviewing the impact of those interventions. ● Regular monitoring by the SENDCo. ● Using tracking tools to update targets and measure progress including Arbor and Earwig ● Holding termly reviews for children with a One Plan and/or an EHCP ● Holding annual reviews for children with EHCPs.
Staff Training 	At Alderton Junior School, we are committed to ongoing professional development to ensure all our staff have the understanding they need to support your child. When new staff join, they are thoroughly briefed on our school systems and the needs of the children they will be working with. Our Senior Leadership Team regularly moderates needs within the school. If a specific area of concern is highlighted, we organise whole-school training to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies. Our staff have completed training in a range of areas such as: ● Lego Therapy ● Attention Autism ● Autism and PDA (Pathological Demand Avoidance) ● Makaton (a language programme using signs and symbols) ● Phonics ● TPP (Trauma Perceptive Practice) ● Attachment (understanding how early experiences affect development) ● Sensory Differences ● ELSA (Emotional Literacy Support Assistant) ● Supporting children with ADHD ● Emotionally Based School Avoidance (EBSA) ● Masking in children with a diagnosis of Autism ● Retrieval Practice ● Zones of Regulation When staff attend external courses, they share their learning with the rest of the team.

				
	Talkabout	Lego Therapy	TPP	Attention Autism
				
	Autism and PDA	Makaton	Phonics	Attachment
				
	Specific Learning Difficulties	Sensory Differences	Nurture support	Zones of Regulation
				
	EBSA	ELSA	ADHD	Sensory needs
 Transition Support	Moving to a new school year or a new school can be a big step, especially for children with SEND. We put in place careful plans to make these transitions as smooth as possible: Mid-Year New Starters: If your child joins us mid-year with identified SEND, we arrange a meeting with your family to understand their needs and put the right support in place. Children joining in Year 3: Year 2 parents are encouraged to book onto a tour of the school where they can also request time to meet with the SENDco. Children are then invited to transition sessions to meet their new teacher. If your child requires additional transition support, this can be discussed on an individual basis and can include the SENDco visiting your child's current school, after school tours or additional visits if appropriate. Secondary Transition: For children leaving us at the end of Year 6, we ensure handover meetings are held with secondary schools including specialist settings. Additional transition visits can be arranged to support children who need further support with the process. All electronic files are securely transferred to the SENDco at your child's secondary setting.			



Outside Agencies

We work with various agencies to provide specialist support for children with SEND. These include:

- Educational Psychology Service (EPS) for psychological assessments and advice.
- Essex Healthy Families Hub
- Speech and Language Therapy (SALT) for communication difficulties.
- Visual Impairment (VI) and Hearing Impairment (HI) Teams
- Occupational Therapists
- Kids Inspire
- The Affinity Project
- Outreach Services including Acorn SEMH Provision
- Inclusion Partners from Essex County Council

We will always ask for your permission before we involve any outside agencies. Once we receive their feedback, we'll arrange a meeting with you to discuss their advice.



Clubs and Trips

All our extra-curricular activities and school trip, including before and after-school clubs, are available to **all** our children. We encourage every child to participate in trips, sports day, school competitions, assemblies, performances, and to apply for roles of responsibility like the school council, the Inclusion council and Reading Ambassadors

We may ask parents or carers to accompany their child on their first school trip should we determine that the extra support is appropriate for your child.

No child is ever excluded from these activities because of their SEND or disability. Please refer to the school's **Accessibility Plan** for more information on how we ensure children with SEND can access our school and are treated fairly.

Complaint Procedure

If you have a concern, your first point of contact should be your child's class teacher. If you are not satisfied, you can then speak to the SENDco. If your issue remains unresolved, an appointment can be made to speak to the Headteacher.

If you are still unhappy with the response, the complaints procedure can be found on the school's website.



Essex Local Offer

The **Local Offer** is a directory provided by Essex County Council. It tells you what services and support are available in our local area for children and young people aged 0-25 with SEND, and their families.

You can find the Essex Local Offer on the Essex County Council website:

<https://send.essex.gov.uk/#>

- **SEND Information, Advice and Support Service (SEND IASS):** Provides free, impartial advice and support to parents, children, and young people on SEND matters.
- Specialist healthcare services.
- Support groups and organisations.



Feedback

We hope this report provides you with a clear understanding of how we support children with Special Educational Needs and Disabilities at Alderton Junior School. If you have any questions, please don't hesitate to get in touch.