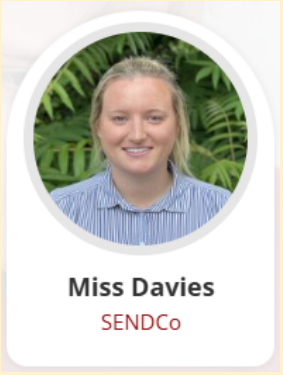
Alderton Junior School Special Educational Needs and Disabilities (SEND) Information Report 2026 – 2027

Our School	"The Alderton Family: Belong, Aspire, Achieve" 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 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 Davies. You can contact her via the school office or by emailing inclusion@ajs.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 strengths and barriers to learning including carrying out any additional in-school assessments alongside our standard curriculum 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 Framework

"Ordinarily Available Provision" refers to the inclusive, high-quality teaching strategies, environmental adaptations, and learning supports that are available to **all children** across our school as standard practice. Children do not need a formal diagnosis or SEND label to access these supports—they are part of our everyday commitment to removing learning barriers and helping every child flourish.

1. Classroom Environment & Sensory Support

- **Visual timetables -** Class visual timetables are displayed daily so children can clearly see what is happening across the school day
- **Sensory & fidget aids-** Physical equipment—such as fidget aids, wobble cushions, or flexible seating —is readily accessible to help children maintain focus and manage concentration.
- **Movement breaks & calming spaces-** Planned movement breaks and quiet spaces within or near the classroom are used to support emotional co-regulation and energy management.
- **Organised & labeled Resources-** Classroom resources and equipment are clearly labeled using both text and images/symbols to build independent learning habits.

2. Speech, Language & Communication

- **Visual timers-** Sand timers, electronic countdowns, or traffic-light visual timers are used to help pupils judge task length and navigate activity transitions smoothly.
- **Chunked instructions & visual prompts-** Verbal directions are broken down into small, step-by-step chunks accompanied by visual symbols, pictures, or written summaries.
- **10-Second processing time-** Adults build in deliberate "thinking time" (at least 10 seconds) after asking a question before expecting a pupil to answer.
- **Pre-Teaching core vocabulary-** Essential subject vocabulary is explicitly introduced, modeled, and repeated before starting new topics.
- **Communication cards-** Non-verbal communication tools—such as "help" cards, "toilet" cards, or "exit" cards—allow children to express urgent needs discreetly.

3. Literacy & Mathematics Supports

- **Maths manipulatives & number lines-** Concrete physical objects (such as counters, Dienes, and bead strings) alongside visual representations (such as number lines) are used as scaffolds to help children understand and engage with mathematical concepts.
- **Flexible recording methods-** Pupils are routinely offered alternative ways to record their work, including mind maps, writing frames, diagrams, and audio or video recordings.
- **Targeted vocabulary teaching-** Key subject vocabulary is directly taught across literacy, maths, and wider subjects to build reading confidence and fluency.
- **Varied & practical Tasks-** Learning activities incorporate a mix of practical, interactive, and written tasks so that all pupils can access the learning.

4. Pedagogy, Memory & Metacognition

- **Model-Lead-Test ("My Turn, Together, Your Turn")-** New skills are introduced through direct teacher modeling, followed by guided group work, before moving to independent practice.
- **Spaced Practice ("Little and Often")-** Tasks are delivered in brief, regular practice sessions rather than long blocks to improve skill retention and fluency.
- **Memory aids & retrieval practice:** Information is visually organised using diagrams and mind maps, supported by low-stakes recall quizzes and "think-pair-share" tasks.
- **Small step teaching-** Complex concepts are introduced in manageable sub-steps with practice time provided after each step.

5. Behaviour, Relationships & Emotional Well-Being

- **Consistent boundaries & positive regard:** Staff establish predictable classroom routines while maintaining a warm, respectful, and supportive tone.
- **Worry boxes & self-referral:** Accessible support channels, such as classroom worry boxes, visible pastoral leads and school display boards, give children discreet ways to ask for help.
- **Co-regulation support:** Staff actively assist pupils in managing emotional distress using calm, reassuring guidance and self-regulation techniques.
- **Planned transition routines:** Routine changes—such as moving between lessons, going to playtimes, or changes in staff—are planned with clear verbal and/or visual explanations.

6. Motivation, Recognition & Progress Tracking

- **"First / Then" & "I Am Working For" Boards-** Visual motivators structure tasks clearly by showing what short activity comes first, followed by a chosen break or reward
- **Visual progress checklists-** Step-by-step task checklists and visual trackers make personal progress clear and encouraging.
- **Specific feedback & Growth Mindset-** Feedback highlights exact strengths and actionable next steps, celebrating effort and helping children view mistakes as part of learning.

If you have any questions about how these Ordinarily Available strategies are implemented in your child's classroom, please reach out to your child's class teacher or the SENDCo

Ordinarily Available Targeted Framework

This refers to the additional, more specific support and interventions that are available to children who have been identified as having a SEND and need something **additional to or**

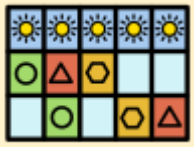
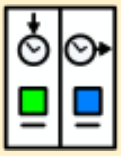
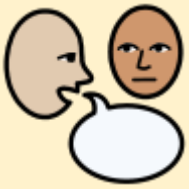
different from what is ordinarily available to all. This support is carefully planned and reviewed through the 'Assess, Plan, Do, Review' cycle. Examples might include:

- 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

Examples of support from the Ordinarily Available Universal framework:

		
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, you are invited to attend 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, Senior Leadership Team and Subject Leaders. ● 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. If a specific area of concern is highlighted, we organise whole-school training to ensure all staff understand the broad areas of need and appropriate teaching or support strategies. Our staff have completed training in a range of areas such as: ● Bucket ● Autism and PDA (Pathological Demand Avoidance) ● Makaton (a language programme using signs and symbols) ● Phonics Little Wandle Rapid Catch Up and SEND programme ● TPP (Trauma Perceptive Practice) ● Executive Functioning ● ELSA (Emotional Literacy Support Assistant) ● Supporting children with ADHD ● Emotionally Based School Avoidance (EBSA) ● Masking in children with a diagnosis of Autism ● Literacy Difficulties ● Precision Teaching and Monitoring ● EPS Maths When staff attend external courses, they share their learning with the rest of the team.
	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**

Transition Support	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. Your child's previous school share relevant information with us on the support your child received. **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. We can provide transition booklets or photographs to support your child to become familiar with their new school. **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. All electronic files are securely transferred to the SENDco at your child's secondary setting. Whilst secondary schools often can not meet with parents individually regarding your child's transition, we encourage parents to go on tours and open days and let us know any key information they wish to be shared during our handover meetings.
 **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 ● Physiotherapists ● Kids Inspire ● The Affinity Project ● Outreach Services including Rainbow and Acorn SEMH Provisions ● Inclusion Partners from Essex County Council ● Autism Outreach Service ● ESSET Outreach Service 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 trips, 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 via the school office or SENDco email.