Special Educational Needs and Disabilities (SEND) Information Report

Lady Joanna Thornhill (Endowed) Primary School

Inclusion Team

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Reviewed by	**Kristen Weiss, SENCo**
Chair of Governors	**James Coumbe**

[Note: this document will be updated annually and/or as soon as possible when any of the information in it changes]

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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:



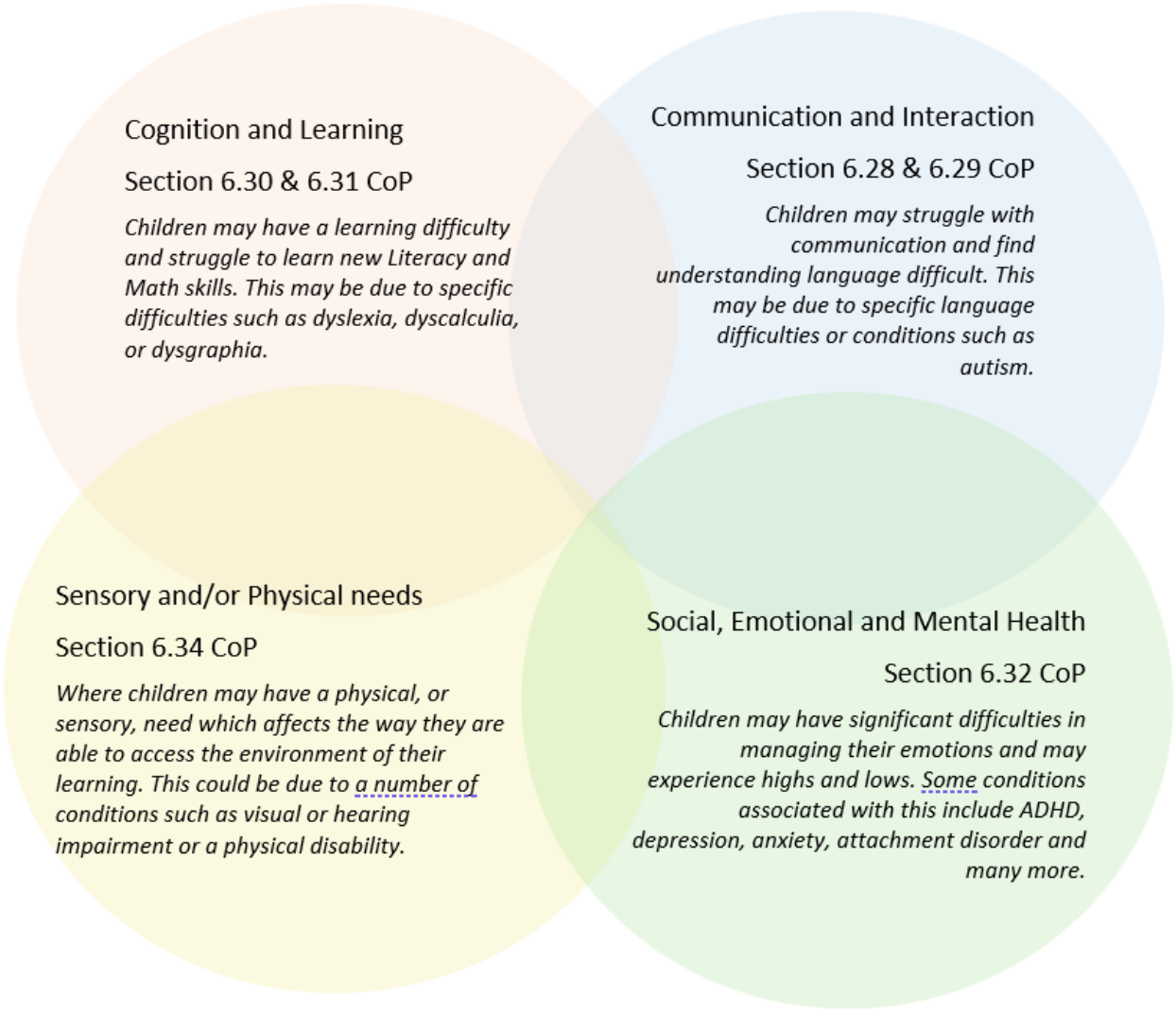
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website here.

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 holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND Code of Practice January 2015 (publishing.service.gov.uk)

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



At Lady Joanna Thornhill (Endowed) Primary School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

		
Ms K Weiss, Deputy Headteacher/SENCo	**Mrs J Read Pastoral Support Mentor**	**Mrs C Brooksbank Assistant SENCo**
		
Mrs N Cross Assistant SENCo	**Mrs A Godden SEMH Assistant**	**Miss K Wilson SEMH Assistant**

Our Special Educational Needs Co-ordinator, or SENCo

Our SENCO at Lady Joanna Thornhill (Endowed) Primary School is Kristen Weiss.

Kristen Weiss is Deputy Headteacher at Lady Joanna Thornhill and has over 25 years' experience in primary education. She has worked as an Assistant Headteacher, Deputy Headteacher and Senior Lecturer in Initial Teacher Education. She is a qualified teacher and joined Lady Joanna Thornhill in April 2022. Kristen Weiss is also named as the Designated Teacher for Children in Care and a Deputy Designated Safeguarding Lead.

She holds the National Award in Special Educational Needs Co-ordination (January 2026). Other relevant qualifications include: Master's degree in Counselling, Mastery Specialist with NCETM.

Class/subject teachers

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

All members of staff have received Autism Education Trust (AET) 'Making Sense of Autism' training (September 2024), the follow-up module on Autism and Anxiety (June 2025) and the Good Autism Practice module (2025-2026). They have also been trained in Cognitive Learning Theories, using the Mainstream Core Standards, Zones of Regulation, ADHD awareness, Trauma and Attachment, Emotion Coaching, Little Wandle phonics and Dyselxia awareness.

Teaching assistants (TAs)

We have a team of 19 TAs, and a further 4 higher-level teaching assistants (HLTAs), who are trained to deliver SEND provision.

In the last academic year, TAs have received training in supporting children with Literacy Difficulties and Good Autism Practice. They have also received training in positive behaviour management (Team Teach). Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychologists, Speech and language therapist, Specialists Teaching and Learning Services, Education People etc.

Within our team we have teaching assistants trained to deliver interventions such as Drawing and Talking, Clever/Fizzy Hands, Sensory Circuits, Phonics, Colourful Semantics, Speech and Language and Precision teaching.

A list of all targeted and specialist interventions and provisions offered at Lady Joanna Thornhill can be found here on our website.

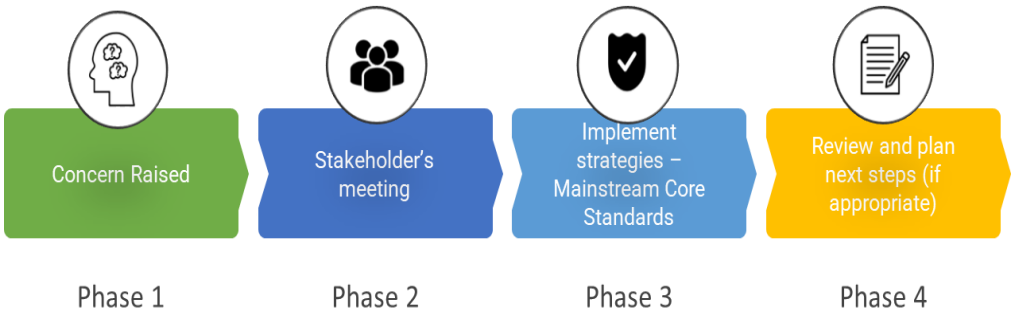
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Virtual Schools



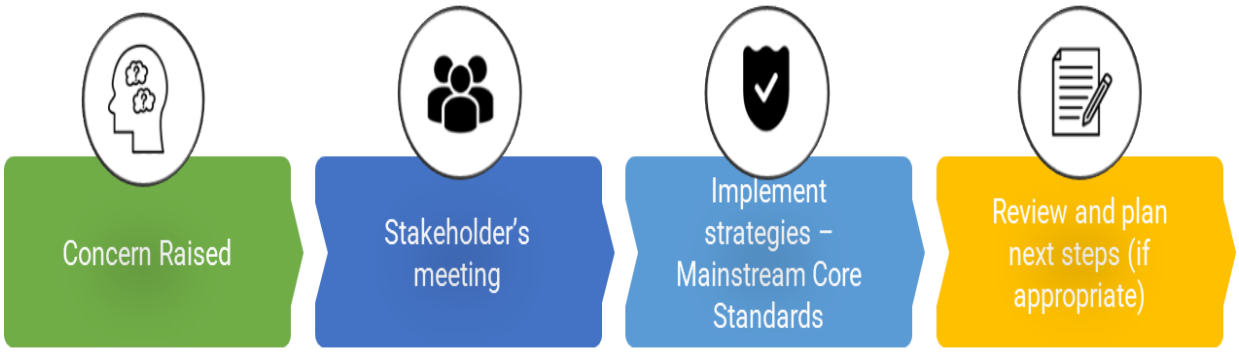
3. What should I do if I think my child has SEND?



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, contact your child's class teacher. You can request a parent meeting by contacting them directly or speaking to them at the end of the school day. Following this, it may be appropriate to arrange a meeting with the SENCO to discuss your concern further. You can do this by emailing k.weiss@ladyj.kent.sch.uk or calling 01233 812781.
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.

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 is formalised through pupil progress review meetings and assessment tracking and reporting. Pupils making less than expected progress might be experiencing difficulties
with their number fluency, phonics acquisition, fine or gross motor skills, emotional regulation or social communication skills.

The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

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

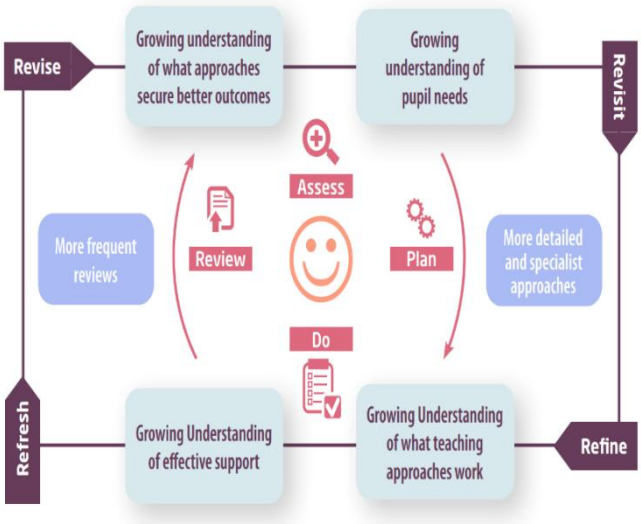
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

If your child does need SEND support, their name will be added to the school's SEND register. The SENCO will then work with you, your child and their teacher to create either a Learning Support Plan or Personal Plan that details the additional support, resources and intervention that they require.

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

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

All teachers and support staff who work with the pupil will be made aware of their needs, the identified outcomes, support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

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

We will provide reports on your child's progress, three times per academic year. A member of staff who knows your child well will also meet you three times per academic year 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

The SENCO may attend these meetings to provide extra support. The SENCO is also available to meet during parent consultation evenings, twice a year.

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 k.weiss@ladyj.kent.sch.uk or call 01233 812781.

In addition to this, a member of SLT will be available to talk to you on the school gates each morning and afternoon at drop-off/ pick-up and class teachers can be found in person at the end of the school day.

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

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

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

- Attend meetings to discuss their progress 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



8. 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.

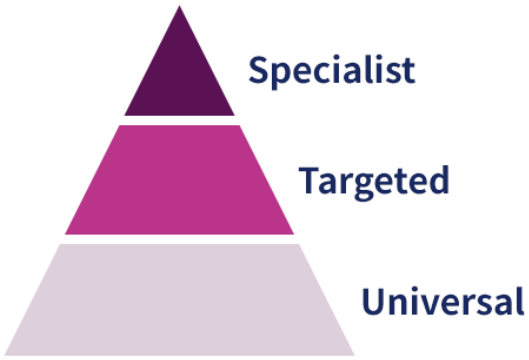
We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, scaffolding lesson materials etc.
- 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 will support pupils appropriately depending on their presentation of need

For further information on the accessibility of our curriculum, please see our Accessibility plan which details the increasing extent to which pupils with disabilities can participate in curriculum and enrichment activities. Our Accessibility plan is available on our website here.

We organise SEND provision and intervention at Lady Joanna Thornhill Primary into three categories; universal, targeted and specialist, in line with our graduated approach.



Universal: Quality first teaching is vital in order to create an inclusive learning environment which supports and challenges our children in all subjects

Targeted: Specific, extra, time-limited support in-school for children with additional needs. This can be small group or individual, offering more personalised approaches.

Specialist: Services offered by external professionals such as occupational therapists, speech and language therapists or health professionals on or off the school site.

Examples of the interventions we offer include: Sensory Circuits, Fizzy and Clever Hands, Nessy Reading and Spelling, Speech and Language support, Lego Therapy, Toe by Toe, working memory approaches, Zone of Regulation, pastoral support and counselling.

Further information about the universal, targeted and specialist support that we can provide, is detailed in our SEND school offer. This can be found here on our website.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after six weeks
- Using pupil questionnaires
- Monitoring by the SENCO and the Senior Leadership Team
- Using provision maps to measure progress
- 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.

Lady Joanna Thornhill Primary receives 'notional SEND funding' as part of the school budget as well as the Inclusive Mainstream Fund (IMF). This funding is used to ensure that the quality of inclusive teaching is good and that there are sufficient resources to deploy additional and/ or adaptive teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will differ on a case by case basis.

The school is also part of a KCC Community of Schools and is able to apply for additional funding to support the development of inclusion through participation in this group.

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 such as breakfast club, Thrive and our extra-curricular provision.

All pupils are encouraged to go on our school trips, including our residential trip in Year 6, and to participate in our Lady Joanna Legacy opportunities. Moreover, all pupils are encouraged to take part in personal development opportunities, including sports day, school plays and educational workshops and events.

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.

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



Lady Joanna Thornhill (Endowed) Primary School is part of the CARE Foundation, and the school determines the admission arrangements in agreement with the Local Authority (LA). The LA is therefore, the Admissions Authority for the school.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority in consultation with the school. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage or disabled children or those with special educational needs.

For more information about the school's arrangements for the admission of prospective pupils with SEND, the admission of pupils with an EHC plan and details of Lady Joanna Thornhill Primary's oversubscription criteria, please refer to our Admissions Policy, available here on our website.

13. How does the school support pupils with disabilities?



A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age; or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEND may have a disability under the Equality Act 2010 defined as, '…a physical or mental impairment which has a long-term and substantial adverse effect

on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The school is committed to ensuring that disabled children are not treated less favourably than non-disabled children. We particularly take care not to discriminate unfairly with concern to admissions, exclusions, and the provision of education and related services.

For further information please see our Accessibility plan which details the increasing extent to which pupils with disabilities can participate in curriculum and enrichment activities. Our Accessibility plan is available on our website here.

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

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

- All classes have an emotional check-in system that enables adults in school to quickly ascertain a child's emotional state, should they find themselves experiencing feelings that impact on their enjoyment of their learning. We use the Zones of Regulation approach to teach children how to understand and manage their own emotions and feelings.
- Regular lunchtime provision is made for children who may wish to participate in a quieter activity than is usually encountered on the playground.
- Pupils with SEND are also encouraged to be part of all school clubs to promote teamwork/building friendships etc.
- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND

We have a 'zero tolerance' approach to bullying. Please refer to the school's anti-bullying policy for more information, available here on our website.

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



The designated teacher for looked-after children and previously looked-after children is Kristen Weiss – k.weiss@ladyj.kent.sch.uk

Kristen Weiss will work with teachers to understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

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 hold a transition meeting when the pupil's SEND is discussed
- Invite the new class teacher to attend the final reviews of a child's provision in the summer term
- Ensure all relevant pupil records are shared with new teachers ahead of September
- Schedule lessons and activities with the incoming teacher towards the end of the summer term
- Share and write provision maps in the summer term to establish provision ahead of the September

Some children will require enhanced transition. For these pupils, we may offer the following:

- Social stories about transition and their new class and/or teacher
- Additional lessons and activities designed to support relationship building
- A 'sneak peak' of the classroom during staff INSET days in August/September

Between schools

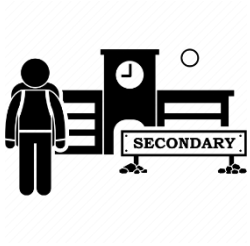
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (if your child is moving on to secondary school)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

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



We may also support enhanced transition into secondary schools for specific children, as required. This will be tailored to the individual needs of the pupil.

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

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

To see what support is available to you locally, have a look at Kent's local offer page. KCC publishes information about the local offer on their website: https://www.kent.gov.uk/education-and-children/special-educational-needs

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

Information, Advice, and Support Kent (IASK)

Website: https://www.iask.org.uk

Email: iask@kent.gov.uk

Facebook: www.facebook.com/IASK.0to25

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

- Homestart: https://www.home-start.org.uk/
- Imago: https://www.imago.community/
- Kent SEND Support: https://kentsendsupport.com/

- South Kent Mind: https://southkentmind.org.uk/

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?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

Formal complaints will be handled in line with the school's complaints policy. This can be found here on our website.

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. You are able to contact the Kent disagreement resolution and mediation services for by calling 03000 41 3000 or

emailing kentparentpartnershipservice@kent.gov.uk

19. Supporting documents

This Information Report links to, and should be read in conjunction with:

- Equality and Diversity Policy
- Child Protection Policy
- Behaviour Policy
- Accessibility Plan
- Attendance Policy
- SEND Policy
- Admissions Policy
- Anti-bullying Policy
- SEN & Disabilities Code Of Practice 2015
- Mainstream Core Standards



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **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