# Perryfields Junior School
# Special Educational Needs and Disabilities (SEND) Information Report
## *SENCO Sophie Cole (01245) 250781*

**At Perryfields, we foster an inclusive approach to education by ensuring that all pupils with SEND have access to a broad and balanced curriculum. There is a shared expectation that all pupils, regardless of their specific needs, will receive high quality teaching through the Perryfields Pedagogy – which encompasses a mastery approach. This will enable them to fulfil their potential and leave them well prepared for the next stage of their education and beyond.**

**What kind of special educational provision is made at Perryfields Junior School?**

**Learning Difficulties and Disabilities**

Provision for children with learning difficulties is usually delivered in the normal classroom setting and remains the responsibility of the class teacher through our high-quality, ordinarily available provision. Through high-quality teaching, children's needs are continuously assessed, planned for, implemented and reviewed as part of a graduated response.

In the morning, pupils are grouped into sets for English and mathematics according to their individual learning needs and current levels of attainment. This structure ensures that pupils are placed in groups that reflect their present level of understanding, enabling teaching to be carefully matched to their needs and abilities. Learning Support Assistants (LSAs) and/or Higher-Level Teaching Assistants (HLTAs) are deployed to support pupils as directed by the class teacher. LSAs may also support children with special educational needs in small groups or on a one-to-one basis.

Children who are unable to access learning despite significant adaptation will be placed on a personalised curriculum, designed by the SENCo and supported in a small group by an experienced SEND LSA. The school will work closely with relevant professionals to ensure that the needs of each pupil on a personalised curriculum are effectively met. Whenever possible, pupils will be supported within the classroom setting to minimise disruption and help them develop positive relationships with their peers.

Various intervention groups run across the school for small numbers of children who need additional support, including those on the SEND register and those requiring extra help to meet their potential. Additional LSAs are deployed to work specifically with the very small number of pupils with EHCPs, under the direction of the SENCo and class teacher.

**Social, Emotional, and Mental Health (SEMH) Difficulties**

Children remain the responsibility of their class teacher and are supported through a graduated approach tailored to their individual needs. Support may include additional classroom resources such as reward charts, timers, clear rules and routines, brain breaks, movement breaks, sensory breaks, dedicated time in the calm corner, and extra circle time sessions.

The school recognises that behaviour is communication of an unmet need. Pupils are therefore supported to co-regulate and develop their self-regulation skills. Calm spaces are available in every year group, alongside a fully equipped sensory room.

Some pupils may also benefit from personalised interventions focusing on emotional regulation, anger management, mindfulness, SMART thinking and co-regulation. In some cases, adult- and child-friendly response plans will be put in place.

Staff are kept up to date with de-escalation strategy training, co-regulation scripts and demand-avoidant strategies to ensure a consistent and supportive approach for pupils. Pupils requiring additional support are recorded on the school's wellbeing register, and their progress is monitored termly using a range of assessment tools. These assessments help senior leaders determine the most appropriate level of SEMH support for each child.

**Levels of SEMH Support:**

**Level 1 – Focus**

- Small-group sessions for pupils with similar SEMH needs
- Each session has specific targets
- Progress is monitored against agreed outcomes
- Interventions may include Lego Social Skill Intervention

**Level 2 – Targeted**

- One-to-one support delivered by LSAs trained in Mental Health First Aid

**Level 3 – External**

- One-to-one support provided by an external play therapist
- The therapist meets weekly with the pupil and works in collaboration with the school's SENCo
- The school also works in partnership with the Essex Child and Family Wellbeing Service to provide additional support for pupils with SEMH difficulties.

**Autism and Social Communication Difficulties**

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| | Children remain the responsibility of the class teacher and will receive a graduated approach to their school experience, tailored to their individual needs. For example, they may be provided with additional resources to support their learning in the classroom, such as visual timetables, organisational prompts, 'now and next' boards, tasks broken into manageable steps, clear and precise language, multiple options for recording work, workstations, sensory tools, weighted cushions, or fiddle toys. When necessary, pupils will follow a personalised curriculum designed to address their specific needs and support progress towards the targets outlined in their One Plans or Education, Health, and Care Plans (EHCP).<br><br>The school works closely with the Educational Psychology Service and Autism Outreach to meet the needs of pupils with ASD needs.<br><br>**Speech, Language, and Communication Difficulties (SLCN)**<br><br>Children remain the responsibility of their class teacher and receive a graduated approach tailored to their individual needs. Support may include strategies such as pre-teaching topic-specific vocabulary, breaking tasks into pictorial formats, providing Widget visuals with word banks, and using mind-mapping techniques.<br><br>A speech and language therapist visits the school termly to assess and review individual cases. Staff supporting pupils with Speech, Language and Communication Needs (SLCN) continue to receive relevant training and work directly with speech and language therapists to support pupils effectively.<br><br>Interventions may be delivered individually or integrated into phonics provision. The school carefully implements the strategies set out in pupils' individual speech and language care plans, which also inform the One Planning process. We also work with external providers for pupils who require more specialist and regular speech and language therapy sessions.<br><br>**Sensory, Physical, Medical and Neurological Difficulties**<br><br>Children remain the responsibility of their class teacher and receive a graduated approach tailored to their individual needs. Support may include increased opportunities to use ICT to record work or the provision of a scribe for some sessions. Time is allocated for children who have been assessed or supported by specialist services, such as Occupational Therapy or Physiotherapy, to ensure their recommendations are implemented. The school also provides sensory circuits to support pupils with sensory needs.<br><br>The school is fully accessible and includes a disabled toilet. Additional specialist equipment is purchased or hired as required to meet the needs of individual pupils. |

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| | For children with medical needs, the school develops Individual Health Care Plans with parents and with involvement from health services. These plans cover conditions such as allergies, asthma, epilepsy, and diabetes. On some occasions, an LSA may be employed to support the child in managing their condition.<br><br>Occasionally, children may attend external therapy clinics to access specialised support. Permission is granted when this is deemed beneficial for the child's development within the school setting.<br><br>The provisions outlined above reflect current support; however, as the needs of children evolve, additional support may be introduced that is not detailed in this document. |
| **How are SEND professionals from outside of the school (External Agencies) involved?** | Some children with particular difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Inclusion partners, Emotional Well-being and Mental Health Services, Paediatricians, GPs, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.<br><br>In discussion with the class teacher and family, the SENCo makes a referral to appropriate outside agencies. The SENCo liaises regularly with outside agencies as appropriate. |
| **Are there any other Support Services that are readily available to Perryfields Junior School?** | Yes. Perryfields Junior School offer the following to children whom may need it:<br><br>**1. Counselling**<br><br>This service is commissioned through Butterfly Counselling and delivered on-site to minimise disruption to the child's or young person's education. Access to the provision is by referral from the school.<br><br>The Butterfly Counselling Service supports pupils in attending to their thoughts and feelings about past experiences and current relationships, helping ensure these do not interfere with their learning. The service assists children in developing alternative coping strategies, enabling them to share distress or difficult feelings rather than act them out. Where appropriate, counsellors engage with parents/carers and school staff, providing feedback and suggestions for supporting the child both at home and in class.<br><br>Counselling may be time-limited (typically one term) or ongoing (usually for a full academic year). The counsellor advises the school on the likely duration of support for each child and ensures expectations are clear regarding outcomes and the difference between short-term and longer-term counselling. |

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| | Before counselling can commence, parental consent is required. This is usually obtained by the school, though it can alternatively be obtained by the counsellor if parents/carers attend the assessment session.<br><br>**2. SEMH interventions**<br><br>Our school currently has a Nurture Mentor who delivers group sessions for pupils in each year group who need additional SEMH support. These interventions provide early intervention and cover a range of skills targeted to the needs of the cohort, including social skills, emotional literacy, self-regulation, mindfulness and supporting friendships.<br><br>**3. Emotional Literacy Support Assistant**<br>We currently have a trained ELSA who works closely with the educational psychology team. The ELSA works closely with the Pastoral Lead and provides regular updates on pupil progress. ELSA sessions are provided for pupils who require more personalised SEMH support rather than a group intervention. Each session is carefully planned by the ELSA in response to the pupil's individual needs.<br><br>**4. GROW - Primary**<br>GROW project provides more specialised support than is normally available in a mainstream primary setting, through the delivery of high quality, enhanced early intervention specialist support for primary aged children with behaviour, emotional and/or social difficulties. This involves a secure carefully planned and structured learning experience to promote more positive behaviours for such children.<br><br>Newlands Spring school acts as the 'host' LDG school and the project is supported by Educational Psychologist (EP) professionals.<br><br>**5. SENCO Cluster**<br>A local schools' SENCo Cluster meets on a regular basis to offer support, guidance and advise in all aspects of the role and needs of the local schools. |
| **How does Perryfields Junior School identify, assess, provide provision and assess the effectiveness of** | **Current Identification And Assessment For Children Who Potentially Have SEND**<br><br>Children who need provision additional to or different from that which is ordinarily available may be identified as having a Special Educational Need (SEN). SEN can be broadly grouped into four areas of need:<br><br>**Cognition and Learning** – support for children with learning difficulties, including specific literacy difficulties (SpLD) |

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| **support for children with SEND?** | **Communication and Language** – support for children with speech, language, and communication needs (SLCN).<br><br>**Social, Emotional, and Mental Health (SEMH)** – support for children experiencing emotional or behavioural difficulties that impact their learning.<br><br>**Sensory and/or Physical Needs** – support for children with physical disabilities or sensory impairments, including visual or hearing difficulties, or children requiring additional occupational or physiotherapy support.<br><br>We recognise that not all children progress at the same rate, and not all pupils who fall behind their peers have SEN. The identification of SEN is embedded within the school's overall approach to monitoring the progress and development of all pupils.<br><br>If pupils are making insufficient progress in any area of their development, additional support is provided. The pupil's response to this support may help to identify their specific needs.<br><br>**Adequate progress is defined as progress that:**<br><br>• Is similar to that of peers starting from the same baseline;<br>• Matches or exceeds the child's previous rate of progress;<br>• Closes the attainment gap between the child and their peers;<br>• Prevents the attainment gap from widening.<br><br>Where pupils continue to make inadequate progress despite high-quality, targeted teaching, the class teacher and SENCO will assess whether the pupil has a significant learning difficulty. Where this is identified, the pupil will be placed on the school SEND register at SEN Support.<br><br>**Identification and assessment methods include:**<br><br>• High-quality formative assessment, including observation, examination of work, and ongoing data monitoring;<br>• Summative assessments, such as reading, writing, and mathematics tests;<br>• Specialist assessments from external agencies and professionals;<br>• Analysis by school leaders and teaching staff, including the SENCO, to identify patterns in SEN identification within the school and in comparison with national data, using these insights to reflect on and enhance the quality of teaching.<br><br>**Provision for Children at 'SEN Support'** |

1. **High-Quality Teaching**

High-quality teaching seeks to engage and support the learning of all children. Reasonable adjustments for individual pupils are the first step in responding to those who have SEND.

2. **Graduated Approach**

Where further support is required, a graduated approach is implemented. This involves more detailed strategies, more frequent review, and access to specialist expertise in successive cycles to ensure interventions are matched to the child's specific SEN. The process follows four key stages:

**Assess** – using the identification and assessment methods outlined previously, including formative and summative assessments and specialist evaluations where appropriate.

**Plan** – interventions and support are planned, including the expected impact on progress, development, or behaviour, along with a clear review date. Support is based on reliable evidence of effectiveness and delivered by staff with appropriate skills and knowledge. A personalised provision plan will be put in place.

**Do** – The class teacher remains responsible for the pupil's day-to-day learning. Where interventions involve group or one-to-one teaching outside the main class, the teacher continues to coordinate with teaching assistants or specialist staff to plan and monitor the impact of interventions. The SENCO supports the teacher by assessing the child's strengths and weaknesses, problem-solving, and advising on the effective implementation of support.

**Review** – The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date. The class teacher, in collaboration with the SENCO, revises support based on the pupil's progress and development, updating outcomes and any necessary changes to interventions. Formal reviews with parents are conducted termly, during which a new Provision Plan for the child is drawn up.

3. **Involving Specialists**

We may involve specialists at any point to advise regarding early identification of SEN and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

**Current Identification of Children who Need a Statutory Assessment**

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| | Perryfields Junior School will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:<br><br>• Adequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence.<br><br>• A child is identified as demonstrating a significant cause for concern.<br><br>And;<br><br>• The child's needs cannot be met under the current resources available to the school.<br><br>The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.<br><br>**Requesting an Education, Health and Care needs assessment**<br>A request for an Education, Health and Care (EHC) needs assessment should be made when, despite the school taking appropriate and purposeful action to identify, assess, and address a pupil's SEND needs, the pupil has not made the expected progress. This decision is made following thorough discussion with the child's parents or carers, and specialist advice may be sought before the application is submitted. Once the request is made, the school and parents complete the required statutory documentation and await the outcome of the local authority's decision.<br><br>**Provision for Children with EHCPs**<br>Any additional resources awarded through an Education, Health and Care Plan (EHCP) will be allocated in consultation with class teachers, parents or carers, external agencies, and representatives from the Local Authority.<br><br>Provision for pupils with an EHCP will continue to follow the Graduated Response model. In addition to termly review meetings, an Annual Review will be held, to which all parties involved with the child—including the child themselves—will be invited to contribute and attend. |
| **What are the name and contact details of the SEN co-ordinator (SENCo)?** | Our SENCo is Miss Cole, who has 3 days allocated for her SENCo duties. She can be contacted on the school telephone number (01245 250781) or through the school office. |
| **What expertise and training does** | **Teachers and Learning Support Assistants (LSAs)** |

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| **staff have in relation to children with SEND?** | Our school has a dedicated team of teachers and LSAs with varying levels of experience and expertise in supporting pupils with Special Educational Needs and Disabilities (SEND). All staff take part in a comprehensive programme of professional development, which includes:<br><br>• In-school training focused on SEND awareness and inclusive classroom practice.<br>• External training, identified through needs analysis, performance management discussions, or in response to specific areas of need.<br>• Weekly team meetings, led by the Senior Leadership Team, to discuss teaching strategies, pupil progress, and provision updates.<br>• Performance Management and Standards Meetings held termly to monitor progress and professional development.<br>• Classroom and intervention observations conducted by the Senior Leadership Team to support good practice and ensure consistency.<br>• SENCO liaison meetings to discuss individual programmes, share course feedback, and review provision for pupils with SEND.<br>• Workshops and mentoring sessions to support new or less experienced teachers and LSAs.<br>• Targeted in-school training for specific SEND topics and medical conditions, delivered to teachers, LSAs, and Midday Assistants.<br><br>LSAs provide small-group support in core subjects such as English and Maths, focusing on targeted interventions to close learning gaps. In addition, two trained LSAs act as Nurture Mentors, supporting pupils with social, communication, interaction, and emotional difficulties.<br><br>**SENCo**<br>Our current Special Educational Needs Coordinator (SENCo):<br><br>• Successfully achieved the NASENCO qualification in October 2024.<br>• Attends SENCo cluster meetings organised by the [Mtd Essex Local Delivery Group] for both primary and secondary SENCos, covering a wide range of SEND topics and featuring guest speakers.<br>• Participates in SENCo update meetings to stay informed about local and national developments in SEND practice.<br>• Regularly attends training courses and workshops to further develop expertise and ensure the school's provision reflects current best practice. |

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| **What equipment and facilities does Perryfields Junior School have for children with SEND?** | Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with stickers and rewards, visual timetables, play leaders, left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays, a wide variety of ICT resources. The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.<br><br>All funding used for specialist equipment is utilised from the SEND budget or EHC plan allocated budget or from the pupil premium funds of SEND children. |
| **How Does Perryfields Junior School consult with parents of children with SEND?** | Termly meetings are arranged to review and update One Planning and distributed to parents. Parents are invited to contribute to the review.<br><br>For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.<br><br>The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents of children with an EHCP are invited to discuss their child's progress at the Annual Review. In Year 5, the amendment of the EHCP will be discussed ready for secondary school transition. Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.<br><br>Parents are invited to discuss arrangements with the Class Teacher and/or SENCo throughout the year by making an appointment at the school office. |
| **What are the arrangements for consulting children with SEND and involving them in their education?** | Children on the SEND register are informed about their progress and next steps on a regular basis. Children are encouraged to think about their needs too and their views are added to the one plan document.<br>Annual review meetings are held for children with an EHCP to analyse outcomes and determine strategies to improve attainment. Children are invited to discuss their achievements during the Annual Review meeting.<br><br>Rewards for achievement of targets and good conduct include stickers, Head teacher awards, house points, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.<br><br>Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND children have been represented on the school council and are involved in enrichment days. |
| **How are complaints dealt with?** | The procedure for complaints is outlined in the School Complaints Policy on the website. |
| **How can parents get the contact details of support services?** | Specialist service contact details are available on the "Essex Local Offer" website: http://www.essexlocaloffer.org.uk |

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| **What are the school arrangements for supporting children transferring between infants to Perryfields Junior School or to secondary school?** | **TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INFANTS TO THIS SCHOOL**<br><br>Where children are transferring from other setting, visits will be made to Perryfields Junior School. Parents are invited to attend meetings at our school throughout the year before their child attends our school. During the second half of the summer term, prior to the children attending our school, they will be invited to visit the school in order to familiarise themselves with the layout, staff and children. A class change over morning will also be arranged for a morning. The SENCo will meet / liaise with the SENCo of the previous infant school.<br><br>**TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS**<br><br>At the beginning of a new academic year, the SENCo will inform teachers and their LSAs about the SEND children in their class and provide them with the summer term's targets and any other medical information. Relevant courses will also be arranged.<br><br>**TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PERRYFIELDS JUNIOR SCHOOL TO SECONDARY SCHOOL**<br><br>Where children are transferring to Secondary School, the SENCo will meet/liaise with SENCOs of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary school, The Boswells School and The Beaulieu Park School. A SEN morning is set up in the summer term, where children with significant SEND needs are able to meet with other children with SEND at The Boswells and the LSAs. In addition to this, the SENCo arranges additional visits for those children with SEND who require it.<br><br>Parents of children who have an EHCP/Statement are invited to discuss transitional provision with the potential secondary school at a Transitional Review.<br>. |
| **Where can parents get Information on the local authority's local offer?** | The SEND Information Report – School Offer<br>SEN Policy<br>School website<br>Essex Local Offer:- http://www.essexlocaloffer.org.uk/ |