



CURIOUS CHILDREN  
GROWING MASSIVE MINDS

## Maidenbower Junior School SEND Information Report

<b>Approved by:</b>	Head teacher, SLT and Full Governing Body	<b>Date:</b> September 2017
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## Maidenbower Junior School SEND Information Report:

November 2025

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This document explains how our school fulfils our statutory duties towards pupils with SEND and meets the needs of all learners. All our children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives and
- Make a successful transition into adulthood, whether into employment, further education or training (SEND 0-25 Code of Practice, 2015, p 92)

This SEND Information Report complies with the Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1.



### Definition of SEN and disability (SEND)

Maidenbower Junior School works to the definition of SEN and disability set out in the Code of Practice (2014):

*"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

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

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools ..."*

### The kinds of SEND provision at Maidenbower Junior School:

Maidenbower Junior School is a large five form entry school with an SSC (known as The Launchpad) incorporated into it, located at the heart of Maidenbower, teaching children from ages 7 to 11. We provide a safe, supportive, creative and inclusive learning environment that encourages a sense of curiosity, a love of learning and high expectations for ALL children. We respect each other's rights in order to develop responsible global citizens and encourage children to live according to each of the six values we promote across the school year.

### Who can I contact at Maidenbower Infant School for further information?

If you wish to discuss your child's special educational needs or would like further information or support, please contact the following:

- Your child's class teacher
- The school's Inclusion Manager (SENCO) Mr Stephen Turnbull.
- The Headteacher, Simon Pike.

Contact for the Inclusion Manager or Headteacher via the school office:

[office@maidenbowerjunior.co.uk](mailto:office@maidenbowerjunior.co.uk)

For complaints, please refer to the school's complaints policy, available on the school website.

### **Policies for identifying children with SEN and assessing their needs at Maidenbower Junior School**

A pupil has SEN where their learning difficulty or disability calls for special educational provision which is different from or additional to that normally available to pupils of the same age. We assess each pupil's skills and level of attainment when they start at the school. This is followed by rigorous monitoring that tracks the progress all children make through termly pupil progress meetings with the Headteacher and Inclusion Lead. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs. This may include progress in areas other than attainment, for example, social or emotional needs.

The class teacher will work with the Inclusion Lead to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

We aim to identify children's special educational needs (SEN) as early as possible so that the child achieves the best possible outcomes. This might mean using information from assessments, from their previous educational setting, or responding to concerns raised by staff or parents.

As soon as we feel a child may have SEN, our Inclusion Leader will become involved. Where an SEN is identified, the child will be placed on our SEN register and provision will be put in place. We will do this by working with both pupils and parents to ensure their views are heard and acted on.

Our SEND policy can be found on our website and provides additional and more detailed information on our SEND provision, procedures and processes. Copies can also be obtained from the school office.

### **Arrangements for assessing and reviewing children's progress towards outcomes**

Where a child has special educational needs, the school adopts a graduated response to meet the needs of the learner.

Underpinning all our provision at Maidenbower Junior School is the graduated approach cycle of: **Assess, Plan Do and Review** to ensure that pupils' needs are met appropriately at every stage.

If the child has an Education Health Care Plan, we will work closely with parents and external agencies to ensure their provision is implemented in school. This includes for children looked after by the local authority.

### **How will parents/Carers be involved in discussions about and planning for their child's education?**

We whole-heartedly believe in partnering parents in a two-way dialogue to support a pupil's learning, needs and aspirations and we take every opportunity to strengthen this dialogue.

For children on the SEND register Parents/carers are invited to an Individual Support Plan (ISP) meetings to discuss the support that the school is providing and how they can help their child at home.

- The Individual Support Plans are sent home each term and are also be shared with the child so that they understand their progress and achievements.
- In meetings with parents staff will talk about the progress your child is making and how their attainment looks in relation to age related expectations. We will also share ideas about how we can work together to help them to do even better.
- Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place.
- Annual reports are sent home in the Summer term. Parents evenings are held in the Autumn and Spring terms.
- Parents/Carers can communicate with the class teacher or support staff before or after school or by appointment and the Inclusion Lead is available to meet with parents.
- Parents/Carers receive weekly communication written by their year group team informing them of the following weeks learning, giving them an opportunity to discuss the topics with their child. This is emailed out each week.

- Children who have an Education Health Care Plan will also have an annual review involving outside agencies as well as parents and teachers. Support is planned to help children reach the agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.
- At Year 5 annual reviews, transition to secondary school is considered during discussions with parents/carers.

### **How will the curriculum and learning environment be adapted to the child's needs?**

All pupils at Maidenbower Junior School have access to an ambitious, broad and balanced curriculum where inclusion and provision for SEN is core component of what we do. To ensure learning is accessible to all we will adapt how the curriculum is delivered to meet the learning needs of all pupils. This could be through the initial input that is given, use of appropriate scaffolding or the type of support for independent work, depending on the children's need. It may also involve making adaptations to the learning environment if needed. Key strategies such as visual widget symbols, visual timetables, pre-teaching and coloured backgrounds on slides or coloured overlays, which can be beneficial to everyone are used consistently in every classroom. Termly SEN Pupil Progress Meetings take place with class teachers, the Inclusion Lead and Headteacher to review each child's progress and assess whether their needs are being met or adjustments need to be made. Monitoring takes place to ensure all children have access to the curriculum which takes place both in the classroom and outside in the grounds. Pupils with an Education Health Care Plan (EHCP) are supported by SEN TA's in small groups or, if the pupil presents with higher needs, they may need some specific one-to-one provision.

- Outside agencies, such as LBAT and ASCT, are consulted when more specific adaptations are required.
- Resources will be modified when needed and specialist equipment can be used to support the curriculum when needed or advised by external agencies.

All teachers and support staff will be made aware of individual needs, the outcomes sought, the 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.

### **The approach to teaching children with SEN at Maidenbower Infant School**

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners, supplemented with additional strategies where necessary. We support all areas of needs as found in the SEND Code of Practice.

Our graduated support is organised in five waves:

**Universal provision** is quality first teaching using strategies which apply to all children, including those with SEND. Our Inclusion Lead may advise teachers on any adaptations which would benefit children with SEND and will monitor their effectiveness.

Teachers pro-actively use West Sussex's **Ordinarily Available Inclusive Practice** document to inform provision and practice. More information can be found here: <https://schools.local-offer.org/inclusion/ordinarily-available-inclusive-practice/>

**Early Intervention Support** is in-class support and further adaptive teaching to secure good outcomes.

**Targeted Provision (individual and intensive)** includes short term strategies for those who may need extra help in the form of additional interventions offered by the school. When the school identifies the need for additional support, intervention is put in place to support the pupil. Interventions may include working in small groups with adult support or working one to one in a specific area of learning. It is important to recognise that all children are individual and therefore will need different interventions from their peers.

**Personalised Provision** is individualised or specialist support for children with a high level of need. Children at this level often have an EHCP.

### **What support is there for children's overall well-being and their emotional, mental and social development?**

Maidenbower Junior School offers a wide support for improving the emotion, mental and social development of all pupils through a range of strategies:

- We have a strong pastoral ethos in our setting where children are respected and treated as individuals; the School Council also represent child viewpoints in the school.
- All our staff provide a high standard of pastoral support and uses a comprehensive Personal, Social, Health and Economic (PSHE) and Relationships Education curriculum, that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- All pupils with an Individual Support Plan (ISP) to ensure all adults working with them are best able to meet the pupil's learning needs.
- Class Teachers take the initial responsibility for the child's well-being and will deal with matters on a day-to-day basis.
- We have an 'ELSA' (Emotional Literacy Support Assistant) who works with children and small groups on social skills and emotional wellbeing.

- We have a School Counsellor and Pastoral TA counsellors who work with a small number of children, there are discrete criteria for access – please talk to your Class Teacher if you have concerns.
- We have a welfare TA who runs 'The Den'- a room for children who are struggling with anxiety and emotional needs. A morning 'toast club' is also available.
- Where there are specific medical needs, a small team of staff, who work most closely with the pupil, will access more specialised training to ensure that we are able to keep the child safe.
- Our Behaviour Policy, including our anti-bullying policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place by all staff.
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- Pupils have plenty of opportunities to voice their opinions in a variety of ways e.g., in-class sessions, School council, PSHE lessons.
- Some children have a named 'go-to' adult they can talk to when needed. This system is also used for playtimes and lunchtimes.
- Children can use their jigsaw piece to request 1:1 time to talk with a trusted adult.
- Parents can make appointments at mutually convenient times with the Class Teacher, Inclusion Lead or Head Teacher to discuss their child's wellbeing.
- Risk assessments are completed for all trips and visits.
- School staff meet regularly to discuss the overall wellbeing of all pupils and consider any support or action needed. This includes
- issues related to safeguarding.
- We use CPOMS to track welfare concerns and patterns of behaviour that might help us in identifying a need for support.
- Daily assemblies which include promoting our school values and raising awareness of topical issues such as bullying, racism or
- inequality help support our inclusive ethos and equality policy.
- Currently our Child Protection Officers in school are Simon Pike, Head Teacher, David Footman Williams and Kerry Negus, Deputy Head Teachers, Stephen Turnbull, Inclusion Manager, Georgina Child, Mental Health Lead and Karina Lee, Learning Lead of the SSC.
- All staff are First Aid trained with several key staff having the higher-level training.
- Where needed we also produce Medical Health Care Plans for individual children (this is done with Liz Webb, School Welfare Officer).
- The Premises Manager, Business Manager along the Headteacher and our Governors have responsibility for on-site safety.
- We may work with other services to support children, e.g., Child and Adolescent Mental Health Services, Early Help services etc.
- Please see our school Behaviour Policy: <http://www.maidenbowerjunior.co.uk/behaviour-policy-2/> and our Anti-bullying Policy: <http://www.maidenbowerjunior.co.uk/anti-bullying-policy/>

## **What specialist services and expertise are available at or accessed by the school?**



- All of our teachers hold qualified teacher status.
- We have a trained play therapist (Your Space Therapies, Pastoral TA counsellors and ELSA (Emotional Literacy Support Assistant))
- We have a dedicated wellbeing TA and nurture room (The Den)
- We are a 'Thoughtful' school.

As part of the cycle of SEN support (assess - plan - do - review) we will consider whether we need to involve other services to make sure the child's specific needs are met. This might include but is not limited to:

- Sensory Support Service
- Learning and Behaviour Team (LBAT)
- Social Communication Team (ASCT)
- Speech and Language therapist
- Outreach Support from Woodlands Mead (as part of the Meeds Alliance)
- Outreach Support from Alternative Provision College
- Dedicated Schools Team and Family Support workers (Early Help)
- Ethnic Minorities and traveller Achievement Advisory teacher (EMTAS)
- West Sussex Educational Psychology Service
- Occupational Therapy Service
- School nursing Team
- Community Mental Health Liaison Team (CMHL)
- Single Point of Access (SPOA)
- Virtual School to support and achieve positive outcomes for looked after children.
- Young Carers
- Crawley Development Centre
- NDP Pathway

Reports and advice given by Outside Agencies will be followed and targets set in accordance with the advice given. The Inclusion Lead attends the local network meetings and West Sussex SENCO Leadership Forums to keep up to date with local and national updates.

### **What training do school staff have to support pupils with SEND?**

Carefully planned CPD is delivered through INSET days, staff meetings and support staff meetings to ensure that our knowledge of how to support children with SEN through quality first teaching is kept up to date and refreshed regularly. Staff attend external training when needed to meet the needs in their class. When we plan individual support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan specific training for the staff member(s) on how to best meet the needs of the children they will be working with. We have a wide range of training available to us through West Sussex County Council, including Learning and Behaviour Advisory Team (LBAT), Autism



and Social Communication Team (ASCT) and Speech and Language Therapists, as well as other external providers.

### **How does the school measure how well it teaches and supports children with SEND?**

We regularly and carefully review the quality of teaching for all pupils to ensure all children are making progress. The Inclusion Lead and SLT monitor teaching in learning in each classroom with a focus on the SEN learners and will provide training and support if needed. We use assessment data and teacher assessment to look at whether our teaching and programmes of support have made a difference in our termly Pupil Progress Meetings. This helps us to develop the use of interventions that are effective and to ensure they are having the desired impact. Our SEND governor monitors our SEN provision termly, meeting with the Inclusion Lead and providing a report to the Governing Body. We ensure that SEN and inclusion is prominent within the school development plan to ensure it remains high profile and the school continues to strive for the best outcomes for our pupils. We also gather feedback through classroom observations, pupil views and parent feedback.

- Checking monitoring records from interventions. Assessments are made at the start and end of any intervention to check the progress of the pupil and the effectiveness of the intervention.
- Using pupil's' views on their progress.
- Observation of pupils.
- Parent / teacher consultations twice a year.
- Formal full written report sent home once a year.
- Formal and informal dialogue between parents and school. This could be communication via school planners, email or a special home/school book set up between parents and the Class Teacher.
- Information about current learning and half termly topics is communicated to parents via a weekly email home written by each Class Teacher.
- Parents are welcome to make appointments to see the Class Teacher or Inclusion Manager any time they have concerns or questions about their child's learning.

### **How accessible is the school and how does the school arrange equipment or facilities children need?**

- The school is all on one level and is fully wheelchair accessible with three accessible toilets (one of which includes a shower), there are also accessible parking bays within the school grounds outside the entrance to the school and spaces in the car park near the main entrance for parents to use for dropping off children who may have additional needs (permit to use this must be obtained via school office).
- Should the need arise, we will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- For named pupils who have specialist involvement such as the Sensory Support Team, Occupational Therapists and Physiotherapist we will adapt to provide the specific support advised.

- For children who need support with communication we use pictorial representations, gesture and sign to support them.
- As a staff we are accessible to parents, either by contact at the end of the day or by appointment.
- We work with West Sussex Ethnic Minority Achievement Team to help with language access for families who speak English as an additional language.
- Classrooms are adapted to meet specific sensory needs. Sensory equipment is provided to aid regulation of emotional and sensory needs and to help children to concentrate and focus on lessons.
- For school admissions, please see the admissions policy on the school website.
- The Inclusion Lead works with the school business manager to purchase resources needed in class to ensure learning is accessible to all, and can take place effectively. This is allocated in response to need.
- Our Accessibly Plan is available on our website.

### **How are children included in activities with other children, including school trips?**

- We are an inclusive school and promote the involvement of all our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns of safety and access, careful planning and reasonable adjustments are put in place to ensure needs are met.
- We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity
- Risk assessments will be completed to make sure that all children can access activities including individual risk assessments if required.
- We make best endeavours so that all learners can join in with activities regardless of their needs.
- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to participate fully in the life of the school and in any wider community activity to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **How will the school prepare and support my child to transfer from or to another school/setting or the next stage of education and life?**

#### **Infant to Junior School admissions-**

- Children from the Infant schools have a number of opportunities to visit the Junior School.
- Transition meetings with previous school settings (and outside professionals if appropriate) to share relevant information.
- Parent information meetings.

- Individual visits can also be arranged. We also offer pre-visits on INSET days at the start of the autumn term for a small number of children who may benefit from this.

### **Mid-phase admissions –**

- Transfer information with other school.
- Arrange pre-visits for child and parents.
- Peer buddies to help the child settle.
- Meet with Class Teacher and Inclusion Manager, if appropriate.

### **Between phase, within locality schools:**

Strong transition arrangements for all pupils are a feature of the Locality. Schools share teaching links and there are planned opportunities for pupils to make visits between the schools for educational, social and cultural events throughout the year. At times of transition between schools there is an induction programme for pupils, meetings for parents and teaching staff handover sessions. The Locality recognises that some pupils may need more support at these key transition times for a variety of reasons; this additional support may include:

- Extra school visits.
- Transition books and pupils passports.
- Individualised transition plan.
- Additional staff training.

### **Where can I get more information, advice and support?**

Parents can get external advice, information and support from:

- SENDIAS Home Page - West Sussex SENDIAS Service  
<https://westsussexsendias.org>
- Local Offer - West Sussex County Council  
<https://www.westsussex.gov.uk/local-offer>
- West Sussex Local Offer Parent Partnership  
<https://www.westsussex.gov.uk/education-children-and-families/special-educational-needs-and-disability-send/>