Jerounds Primary Academy

SEN Information Report for Academic Year 2026-27

October 2026

Review Date: October 2027

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion, all of which can be found on the school website. In particular, it should be read alongside the academy's SEND policy and Equity, Diversity and Inclusion policy, which can be found on the school's website.

School Offer

For

Special Educational Needs and Disability

As part of the Children and Families Act 2014, all schools are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

1. Introduction

All NETAT academies have a similar approach to meeting the needs of pupils with Special Educational Needs - to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

At NETAT we strive to embed the social model of disability as we work together to enable all our children to participate fully in learning.

"The social model frames disability as something that is socially constructed. Disability is created by physical, organisational and attitudinal barriers and these can be changed and eliminated. This takes us away from 'blaming' the individual for their shortcoming. It states that impairment is, and always will be, present in every known society, and therefore the only logical position to take, is to plan and organise society in a way that includes, rather than excludes disabled people."

Barbara Lisicki, 2013

Jerounds Primary Academy, as part of NETAT, believes that all children should be valued and given equal opportunities to experience and enjoy a broad and balanced curriculum.

We strive hard to ensure that all children:

- Have a wide and varied curriculum adapted to meet their needs
- Can learn and make progress according to their individual developmental potential
- Are regularly assessed to ensure progress
- Have equal access to resources, provision and interventions as needed.

Jerounds is committed to inclusive education, the progressive removal of barriers to learning and participation in mainstream education for children with SEND in accordance with

- The new SEND Code of Practice 2014;
- The Children and Families Act 2014
- The Equality Act 2010

Our school has a named SENCo who is responsible for the management of provision and/or support for identified pupils with SEND as well as supporting teachers and support staff to provide appropriate assessment and focused provision for children in their class with SEND. The SENCo holds, or is working towards where applicable, the National Award for Special Educational Needs Coordination (NASENCO) or the NPQ for SENCOs in accordance with current statutory requirements. Each NETAT SENCo is part of a team led by our Inclusion Lead and supported by the SEND Hub Team.

2. <u>The SEND Team</u>

NET Academy Trust has its own SEND Hub Team which works across all of its schools, sharing expertise and experience to ensure provision is effective and the best it can be. The SEND Hub Team is made up of three Specialist Teachers; two for learning difficulties and disabilities and one for autism, a qualified Speech and Language Therapist and an Educational Psychologist and a SENCo Assistant.

Inclusion Lead: Alison Farrar

Specialist Teacher for LDD: Mrs Andrea Hanson

Specialist Teacher for Specific Learning Difficulties: Helen East

Specialist Teacher for Autism and Social Communication: Ruth Crowland

Specialist Teacher for Social, Emotional and Mental Health – Lisa Pearcey

Educational Psychologist: Sarah Woods

Assistant SENCo: Nicola Eves

As part of their role, the Specialist Teachers' duties will be to carry out the tasks of a SENCo in one of NETAT's schools. Each school has a qualified SENCo who will be the main point of contact for parents and staff for children with SEND.

SENCo Duties at Jerounds led by: Andrea Hanson and Siobhan Dean

SEND Governor is Julie Mahon

The SENCo works closely with the Headteacher and Senior Leadership in developing a strategic plan to ensure provision for children with SEND is prioritised and delivered effectively throughout the school at every level of learning so that children with SEND learn alongside those without SEND across all school activities.

The SEND Team work closely with staff in school, parents, outside agencies and colleagues in Harlow and Waltham Abbey.

In line with the Code of Practice, the role of the SENCo includes

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and the SEND governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

3. <u>'Area of Needs' explained</u>

The Code of Practice (2014) states there are four broad 'areas of need' which cover Special Educational Needs. These are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical. The table below provides more detail about each area:

Area of need	Description of relating difficulties
Communication and Interaction	Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have differences, to that of the Predominant Neurotype (PNT), those who are not autistic,

	in the way they perceive and understand the world around them, and communicate and interact with others and their environment. They are also likely to have sensory needs which may require reasonable adjustments to the school and classroom environment in order to ensure accessibility. The term 'spiky profile' is sometimes use to refer to an autistic person's individual profile of strengths and needs.
Cognition and Learning	Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health	Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
Sensory and/or Physical Needs	Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Frequently asked questions

1. **How does Jerounds know if a child needs extra help?**

   A pupil is identified as having special educational needs where their learning or disability calls for special education provision **different to or in addition to** that normally available to pupils of the same age. Indicators include:

   - Concerns are raised by parents/carers, teachers or the child
   - Limited progress is being made
   - There is a change in the child's behaviour or progress
   - A health diagnosis is made through doctor/paediatrician

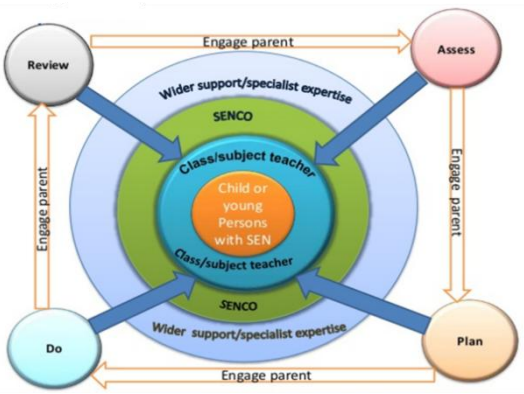
A child's learning and progress is assessed and monitored continually through summative and formative assessments and also the day-to-day observations and conversation in class by staff.

2. **What should I do if I think my child may have special educational needs?**

   - Talk to us – contact your child's class teacher about your concerns initially.
   - Alternatively, ask to arrange an appointment with the SENCo. Appointments can be arranged in person, by phone or by email. Please see the school contact details.
     office@jerounds.netacademies.net
     Telephone – 01279 423485

3. **How will Jerounds support my child with Special Educational Needs?**

   - Children's work is planned and differentiated by the class teacher based on previous learning. Children may access additional general support by the teacher or teaching assistant.
   - As you can see in the diagram below, if a child has been identified as having Special Educational Needs, the child is at the centre of our approach and parents are involved at every stage.



As part of our support and provision for children with SEND, there will be termly 'one plan' meetings where decisions about next steps will be discussed and actioned. These meetings will be attended by parents, school staff, other agencies and, where possible, the child.

The meetings will be person-centred and will focus round the questions;

'What's working/Not working?'

'What's important to and for the child?'

This cycle will become a significant part of monitoring your child's progress. Paperwork will evidence achievements through the SMART small step targets agreed at each meeting.

As and when the child's needs are met and s/he is able to access learning and the curriculum at an age appropriate level, as agreed by all parties involved, the child will be removed from the SEND register and the Graduated Response will cease.

4. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the SENCo, Head Teacher and class teacher. Decisions are based upon termly tracking of a pupil's progress and as a result of assessments by outside agencies / specialists information or guidance from the Local Authority. Staff use the Ordinarily Available document as reference to adhere to guidance on tiered support based on the level of need.

- During their school life, the level of support will be monitored to check appropriate provisions are in place. If progress is good and learning is more independent, the level of support could be reduced. If further concerns are identified due to lack of progress or well-being then other interventions will be arranged and support time increased. For the small number of children working below National Curriculum levels, the DfE Engagement Model will apply.

- The SENCO will be responsible for supporting staff and families in monitoring the level of provision in place to make sure all possible action has been taken to support the needs of the individual child – through planning meetings and following guidance provided by Specialists within Essex and guidance from organisations and the Government.

5. How will the curriculum be matched to my child's needs? How will I know how my child is doing?

- When a pupil has been identified with special needs their work will be scaffolded and/or differentiated by the class teacher to enable them to access the curriculum more easily.

- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs in addition to the in class support from the teacher.

- Further decisions and actions will be shared during the termly meetings. Support will be reviewed and adjusted throughout the year in order to meet the child's needs. If during this process, it is agreed that the level of support needs to be increased, referrals can be made to outside and/or specialist agencies seeking their advice and support for the child.

- A request for Statutory Assessment can be made at any time during the One Planning cycle if all parties are in agreement that the child's needs cannot be met within the school's existing SEND provision. If an assessment is agreed the child will have an Education, Health, Care Plan (EHCP).

- Children with EHCPs will also be monitored three times a year with the Annual Review acting as one of these meetings. At this yearly meeting, long term outcomes with the next three years/key stage in mind, will be agreed and small steps for the next year set. These small steps will be the focus and drive for the one planning through the year.

- If appropriate, specialist equipment may be given to your child to support their learning e.g. writing slopes, lap tops, concentration cushions, specialist pen/pencils/grips or scissors.

6. How will I be involved in discussions about planning for my child's education?

All parents are encouraged to contribute to their child's education through:

- Discussions with the Class teacher
- Discussions during parents evening
- Discussions with the SENCo or other professionals
- Parents of children on the SEND Register attend termly meetings with the SENCo and class teacher / other staff to ensure we have your insight and input into your child's needs and provisions at the school.

7. How will you help me to support my child's learning?

- The class teacher may suggest ways of how you can support your child.
- The SENCo may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions and programmes are normally provided that can be used at home.

8. What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Mrs Wallsworth is the Designated Safeguarding Lead and the school has strong safeguarding measures in place.
- Members of staff such as the class teacher and SENCo, are readily available for children who wish to discuss issues or problems.
- We deliver a comprehensive wellbeing curriculum through the My Happy Mind programme. This evidence-informed programme supports children to develop resilience, self-awareness, emotional regulation, positive relationships and a growth mindset. Wellbeing is taught explicitly across all year groups and is embedded within daily school life. Through this curriculum, children learn to understand their emotions, develop strategies to manage challenges, build confidence and foster positive mental health and wellbeing. Parents are also able to access resources to support these approaches at home, helping to create a consistent partnership between school and family.
- Mrs Fisher, our Family Support Worker, will work with parents/carers and pupils where support is needed outside the school environment.

9. Pupils with medical needs

- If a pupil has a medical need then a detailed Individual Health Care Plan is written in consultation with the parents/carers, staff and appropriate health care professionals as and when required. These are reviewed regularly and as needed.

- Staff receive regular training as needed to ensure on and off-site care is there for the child at any time. This includes asthma awareness, epilepsy awareness and how to administer medication and epi-pen training.

- All staff will receive basic first aid training.

- Jerounds understands the statutory obligations under primary legislation and has regard for the following regulations:

- The Children and Families Act 2014

- Supporting pupils at school with medical conditions 2015

10. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist team/service
- Inclusion Partners
- Specialist Teachers – MSI/HI/VI/PNI
- CAMHS – Children and Adolescent Mental Health Service
- Child Protection Advisors or Social Services, family solutions.
- Education Welfare Officer
- School Nurse

- Child Development Centre
- Occupational Therapists
- Speech and Language Therapy Services
- We also offer support to parents who would like our support in attending appointments at their doctors to discuss health/behavioural needs of their child.

Support from these agencies includes attending meetings, observing and/or assessing individual children and providing reports which contain recommendations for further action. The actions taken will be discussed with parents. If additional funding, beyond the delegated budget, is available, this too will be discussed with parents. For further information, please contact the SENCo.

11. The staff supporting children with SEND: what training have they had or are having?

- The Trust Inclusion Lead has extensive experience in Special Educational Needs and Inclusion. She holds the National Award for Special Educational Needs Coordination (NASENCo), is a qualified Senior Mental Health Lead, holds a BSc in Psychology and is completing a Master's degree in Education. She has successfully led and overseen SEND provision across three primary schools and has significant experience supporting and developing specialist resource base provision for children with Autism Spectrum Condition (ASC). Her expertise includes strategic leadership of inclusion, graduated approaches to SEND support, staff development, multi-agency working, and ensuring high-quality provision that enables all children to achieve their potential.
- The SENCo has the National Award for Special Educational Needs Coordination (NASENCO)/ the NPQ for SENCOs in accordance with current statutory requirements.
- The SENCo has had extensive experience as a SENCo in London and in Essex. She has worked as a Specialist Teacher for children with Learning Difficulties and Disabilities and has a range of qualifications and training in teaching children with specific learning difficulties, overcoming barriers to maths, Speech and Language difficulties, behaviour difficulties, ASD and ADHD.
- The school is currently investing in training an Assistant SENCo who will be able to support the SENCo to fulfil all duties. The Assistant SENCo has several years' experience of working in the school and working with children with a range of SEN.
- The school also has access to a Specialist Teacher for Autism and Social Communication; a Specialist Teacher for Specific Learning Difficulties; a Specialist Teacher for Social, Emotional and Mental Health and an Educational Psychologist.
- The school employs LSAs to support individual children and interventions throughout the school.
- All support staff have regular training, including understanding disabilities and providing effective support.
- All teachers are teachers of children with SEND and all staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.
- The SENCo attends regular meetings to ensure the school is kept up to date with current legislation and guidance.

12. How will the school prepare and support my child when joining Jerounds or transferring between classes/key stages or schools?

Many strategies are in place to ensure each pupil's transition is as smooth as possible. Reasonable adjustments are made where necessary to support the entry and transition into school. These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils are encouraged to attend transition sessions with their new class teacher. The number of visits varies depending upon individual need.
- Reception children attend 'Stay and Play' sessions.
- Parents, children and staff discuss transition in the One Plan meeting and decide on the best way forward to a successful transition.
- The SENCo meets with parents/carers prior to their child joining the school.
- Secondary school staff visit pupils prior to them joining their new school.
- For Year 6 pupils, the SEND Team sets up transition meetings providing opportunities for children, parents and staff to liaise with the SENCos/Heads of year from the secondary schools, passing on information regarding pupils with SEND.
- Where a pupil has more complex, specialised needs, Team Around the Child/Team Around the Family meetings are held with all professionals and parents/carers to ensure all are fully informed.

13. How accessible is the school environment?

As a school we are happy to discuss individual access arrangements.
Facilities we have at present include:

- There are 2 main entry points to the building at present which are wheelchair accessible and many of the classrooms are on the ground floor.
- Downstairs classrooms are accessible via wheelchairs.
- We have a toilet which has been adapted for disabled users.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact the school office or send in a letter to arrange a meeting with:

- The class teacher
- The SEND Team - Mrs Andrea Hanson (SENCo) and Siobhan Dean (Assistant SENCo) office@jerounds.netacademies.net / Tel: 01279 423485
- The Family Liaison Worker – Vicky Fisher

If parents or carers have concerns about SEND provision they should first discuss these with the class teacher and SENCo. If concerns remain unresolved, parents may contact the Headteacher. Any further concerns may be raised through the Trust Complaints Procedure, which is available on the school website.

Additional support services for parents of pupils with SEN:

The SEND Information, Advice and Support service can help if parents or carers need additional advice or support. Helpline: 03330 138 913
Email: send.iass@essex.gov.uk

Website: www.iassnetwork.org.uk

The Local Offer

Under the Children and Families Act 2014 each Local Authority is required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND.
Visit the website for full details: http://www.essexlocaloffer.org.uk/

We hope these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.