

Telford Junior School

Special Educational Needs and Disability (SEND) Information Report for Parents

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Supporting Special Educational Needs and Disability (SEND) in a Mainstream School Setting

About our school:

Telford Junior School is proud of its established broad and balanced curriculum, as recognised in our most recent OFSTED report:

“Pupils experience a curriculum that gives them the potential to achieve and succeed. Leaders have designed an ambitious curriculum.”

We recognise the importance of having high expectations for all pupils, regardless of prior attainment, special educational needs or disability and are committed to creating a positive and inclusive ethos which will benefit all pupils.

We are continually looking to develop our capacity to support children with different needs. This is taken into account when making staff appointments and in the CPD training the school provides for its staff. Some of this training is specific to the needs of children currently in the school, but it is recognised that it will enhance the capacity of the school in supporting its population into the future. Our SENDCO has many years of experience, has achieved the national accreditation for SENDCOs and works with other SENDCOs through the Leamington North Cluster network meetings.

At Telford Junior School we really value the relationship between the school and parents and actively encourage parents of all children to approach the school if they have any questions or concerns. We have seen first-hand the success that comes from everyone working together.

“Our heartfelt thanks to everybody at Telford Junior School for your inspirational teaching and fantastic care of my child”.

- Parent of SEND child.

How does the school know if my child needs extra support?

Every pupil’s level of attainment is assessed by their class teacher on entry to the school, taking account of information received from their previous school. Any SEND information received helps determine the nature of the provision we offer and we strive to continue the support that pupils have previously received wherever possible. New parents are also invited to meet with staff, as part of the transition process from Infant to Junior school, to raise any concerns or share any information that may help us to support their child further.

Class teachers are responsible for monitoring the progress of the pupils in their class and meet termly with the Leadership Team to discuss pupils' achievement. Children who are not making expected progress are then monitored more closely and additional support may be put in place to help them. The SENDCO and class teacher may also meet with parents to discuss accessing additional support from an outside agency.

The first response to pupils identified as making less than expected progress is high quality teaching, and school run interventions targeted at the area the child is finding difficult. The impact of this is monitored and evaluated by the class teacher and shared at Progress Meetings and on the school tracking system. Where progress continues to be less than expected, the class teacher, working with the SENDCO and parents/carers, may refer the child for assessments by an outside agency such as SEND Supported.

How does the school differentiate between pupils who need extra support and those with SEND?

A pupil has special educational needs where their learning difficulty or disability requires special educational provision, significantly different or additional to that available to pupils of the same age.

If school staff have identified barriers to a child's progress, they will raise their concerns with the child's parents/carers at one of the Parents' Evenings appointments or invite them in for a meeting, potentially with the SENDCO as well. If parents have concerns that their child may have Special Educational Needs or have information they feel should be shared, they should contact the school office and make an appointment with their child's class teacher or Natasha Thompson (the SENDCO). Alternatively, they could email the SENCO directly at n.thompson@telfordjunior.co.uk

SEND Support

When a parent or class teacher has raised a concern about a child's progress with the SENDCO, the school may contact an outside agency, such as SEND Supported, to provide a greater understanding of the child's specific needs. SEND Supported is a specialist teaching agency that the school subscribes to and who provide assessments and advice. Once assessments have been completed, a report will be shared with parents/carers, the class teacher and the SENDCO and support strategies and recommendations put in place. Not all children who are assessed will be placed on the SEND Register. Pupils will be added if their assessment scores are significantly below the expected standard for their age and they require a high level of support to make progress in school.

The school has access to a variety of outside agencies and a good relationship with the specialists we work with.

The Key personal we currently work with are:

SEND Supported – Clare Viney and Katie Townson

Educational Psychologist – Elizah Barnes

IDS: Specialist Disability Teacher – Katie Scott-Brown

Speech and Language – Jessica Eggleston

How does the school support pupils with SEND?

At Telford Junior School, we welcome all pupils and are committed to providing an inclusive curriculum where all can fulfil their potential. We have experience of supporting children with a variety of needs and disabilities. Over the years, we have developed a bank of resources and strategies to support pupils in a range of different ways but are also committed to working closely with other schools and outside agencies to develop our understanding and knowledge further.

“I would like to thank the teachers for all the work they’ve put in this year to help my child in all areas of the curriculum. He has made incredible progress and we are really pleased with his success”.

- Parent of a SEND child.

Supporting Pupils with a Disability

Telford Junior School aims to fulfil its duties under the Equality Act 2010 towards children with disabilities, making reasonable adjustments, so as to prevent them from being disadvantaged. We promote an ethos of equality of opportunity, non-discrimination and fostering good relations between all members of the school’s community and the wider community. We believe that we are all different, but all equal and this is reflected in the key values we promote through our PSHE work and assemblies throughout the school.

Under the Children and Families Act 2014, our school recognises its responsibility to make reasonable arrangements to support pupils with medical conditions. The school works with a range of professionals, to implement plans, which specify the type and level of support required to meet the medical needs of pupils. Adaptations to the school site and staff training have taken place to facilitate these arrangements, including the installation of disabled toilet and hygiene room facilities, ramps to allow wheelchair access, nurture support and whole school training on supporting pupils with Autism.

More information about access around the school can be found by following this link to the school’s Equality Information & Objectives Policy and Accessibility Plan 2025-28:

<https://www.telfordjunior.co.uk/page/?title=Policies&pid=13>

Supporting Pupils with Learning Needs.

Where a pupil is identified as needing SEND support for their learning, the class teacher, working with the SENDCO, will look to put effective provision in place, based on a clear analysis of the pupil’s needs. The SENDCO may liaise with an outside agency and the class teacher and parents to ensure that the support is targeted and all people involved in

supporting the pupil are following the same recommended strategies. Outside agencies, such as SEND Supported, may complete a series of assessments to identify the specific areas that the child needs support with and suggest resources or interventions that can be used in school.

As part of our commitment to inclusion, at Telford Junior School, we believe strongly that it is important for children with special educational needs to be supported in the classroom wherever possible. Teaching Assistants play a valuable role in providing additional support for pupils with SEND under the direction of the class teacher. For certain specific interventions, children may need to work outside the classroom with teaching assistants on a 1:1 basis or in small groups (e.g. physiotherapy exercises, 'Power of 2' Maths activities or Precision Teaching etc). The advantages of keeping SEND children working in the classroom are:

- Children have a proper sense of belonging to the class
- Children develop better social and interactive skills
- Children do not miss out on whole class instructions and guidance
- Class teachers oversee the progress of pupils with SEND more effectively.

Activities are differentiated to match children's abilities across the school. This differentiation is refined to support pupils with SEND, ensuring that the learning objectives and corresponding tasks match the level at which the child is working (providing sufficient challenge to move the child's learning forward). Often this differentiation can be delivered to groups of children, however, for some pupils with SEND, teachers will at times have to plan personalised learning activities, to overcome the child's learning barriers. Classroom learning environments reflect the key vocabulary associated with the topics being covered to support children's understanding and engage them in their learning. These may be changed regularly to reflect the changing Maths and English work. Pupils may also be provided with additional resources to support with skills such as spelling, punctuation and multiplication tables in their individual toolkits.

[Supporting Pupils with Emotional Needs](#)

The school aims to develop the five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. For some children with SEND this development can prove challenging. The school uses a range of approaches to support children experiencing difficulties with emotional and social development and has a teaching assistant trained in specific Nurture provision. There is also a Nurture room where group work often takes place and children can go to if they need a quiet place. Pupils receiving Nurture support have contributed to the environment to make it feel like a safe space.

Emotional support may include:

- Small group activities supported by a teaching assistant trained in Nurture provision
- THRIVE techniques delivered by or overseen by our qualified practitioner.

- Specific guidance and support from the class teacher, teaching assistants and midday supervisors (particularly around friendship issues and playground behaviour)
- Ensuring children are listened to and given the opportunity to explain their feelings and their actions
- School counselling service (a professional counsellor funded by the school's budget).

[Education, Health and Care Plan \(EHCP\)](#)

In some cases, pupils may have needs that require an extremely high level of differentiation or support and in these cases, the school can apply for an Educational Health Care Plan (EHCP). Under the 2014 SEND Code of Practice statements have been replaced by EHC plans. Parents and schools are able to request a needs assessment for an EHCP if they feel the child has complex or significant needs.

More information on EHCPs can be found on the Local Authority's website using this link:
<https://www.warwickshire.gov.uk/sendhelp>

If the application is successful, the school may be able to access additional funding to help with this support.

[Teaching Assistant Support](#)

The school uses much of its Notional SEND Funding and Pupil Premium Grant Funding to employ teaching assistants who are essential for the effective delivery of the varied intervention strategies we provide in school. We are aware of the importance of making these intervention programmes time specific and that their impact must be evaluated once that time frame has elapsed. Our teaching assistants are also integral to the pastoral support we offer children in class and around the school, supporting children's emotional and social needs. The school has teachers and teaching assistants who have received a range of SEND related training:

- Autism Champions training delivered to all staff
- Emotional Based School Non-Attendance training
- Supporting pupils with speech and language needs in the classroom training
- Positive Handling training
- Attachment Disorder Support
- Cluster training on supporting a range of needs
- Nurture training
- Precision Teaching training
- THRIVE training
- Protective Behaviours training

[How does the school evaluate the impact of the support they have in place?](#)

The SENDCO attends termly Progress Meetings and offers advice to class teachers. The school has a range of different programmes to support pupils with their academic, emotional or physical needs. Extra support is usually delivered through short afternoon intervention sessions. The school selects strategies that have either been advised by outside

agencies or have been successful for pupils in the past. All the support that pupils receive is recorded and staff evaluate the impact of the interventions on a regular basis. Pupils on the SEND Register also have Individual Support Plans (ISPs) which are reviewed on a termly basis. These are shared with parents/carers, the SENDCO and the child. They detail specific targets that the pupil will be working towards. ISPs follow the recommended Assess, Plan, Do, Review structure and are reviewed with the child as part of our commitment to obtaining pupil voice.

As part of the school's monitoring process, the SENDCO also maintains a record of the interventions through the school's Provision Map. The school is able to track the attainment and progress of children receiving intervention and assess the impact of each intervention strategy. This analysis informs decisions in school about:

- The relative success of different interventions
- When to move a pupil onto a specific intervention programme
- When to move a child off a specific intervention programme.

How do pupils contribute to their support and learning?

At Telford Junior School, pupils reflect on their learning at the end of each lesson and draw different faces to show how they feel about their work. This system is used to support pupils evaluating their success against their ISP targets as well. Pupils with SEND reflect on their progress with their class teacher and where possible, contribute to their new targets. Staff at Telford are trained in Protective Behaviours and pupils review their networks at regular points throughout the school year. All pupils identify people they feel they could talk to if they have any concerns to encourage them to share anxieties before they cause them distress. This applies both to learning and social worries.

How do parents know if their child has SEND and what support they are receiving?

The first step for any parent with a concern about their child's progress is to talk to the class teacher. Our teachers are very happy to answer any questions parents have and appointments can be made through the school office or by emailing your child's teacher directly. Parents can also request that the SENDCO attends these meetings as well or can organise meetings with the Head Teacher.

The school offers Parents' Evenings appointments in the Autumn and Spring terms where all parents are invited to meet with their child's class teacher and view their child's work. These are limited to 10 minutes, but parents of children with SEND can request a longer meeting on a different day instead. This allows more time to discuss the child's specific needs and also means that the SENDCO can attend. If parents would like to take up this offer, they just need to let the class teacher know when the Parents' Evening appointment letters are sent out and the class teacher will liaise with the SENDCO and arrange a time that is convenient for all.

As with all children in the school, there will also be a written annual report (record of achievement) provided to parents at the end of the school year.

How will the school support my child around transition?

The majority of our pupils transfer from Telford Infant School and we have excellent transition arrangements in place as they join Year 3:

- Y2 and Y3 teachers liaise around a pupils' specific needs
- The Infant School and Junior School SENDCOs liaise around children's specific needs
- The SENDCOs ensure all relevant SEND documentation is transferred to the Junior School using the CPOMS system
- The SENDCOs liaise around strategies and interventions that have been delivered in the Infant School and discuss how successful these have been
- Opportunities are created to allow children to visit the Junior School and become familiar with its layout, the school day and teaching personnel
- Parents of pupils transferring can request a meeting with the Junior School SENDCO to discuss the support that will be in place when their child joins the school.

As part of the Elm Tree Trust Academy, Telford Junior School has excellent transition arrangements with North Leamington School and have created an affective transition package which allows pupils to access support and build up relationships with a key adult before the transition in September. Key Stage 2. SENDCOs from both schools liaise regularly to ensure that all the information regarding needs and support is shared.

For pupils with SEND, additional visits are offered and small group nurture support in the Summer Term. All paperwork associated with each pupil is sent to their Secondary School before the end of the Summer Term to ensure that the new staff are familiar with all the reports and strategies before the child joins them and North Leamington School receive an online chronology via CPOMS.

Although lots of children find the transition between different schools challenging, at Telford, we also understand that pupils may experience anxiety when moving from one year group to another and have nurture provision in place to support with this. Pupils who appear to be particularly worried about moving to a new class can have opportunities to work with teaching assistants from their new year group and begin building relationships before the summer break. They can also work with other pupils who are also anxious in a small group to encourage them to share their concerns and discuss support strategies. The school also has a counsellor who comes into school every week and can provide advice or support if necessary. All relevant information is shared between staff to ensure a consistent level of support is in place.

What should parents do if they are unhappy with the support their child is receiving?

At Telford Junior School we are committed to building positive relationships with parents and welcome feedback and opportunities to discuss pupils' progress. We always strive to answer questions and resolve any concerns parents have and in most cases, a face-to-face conversation can provide reassurance and resolve any issues.

If parents of children with SEND are concerned about the support being offered for their child, we ask that they talk to the class teacher, SENDCO, head teacher or the SEND

Governor. The SEND Governor is Seher Tawfik and can be contacted on stawfik@telfordjunior.co.uk

While the school would always want to avoid unresolved concerns, parents/carers of children with special educational needs or disabilities (SEND), who have a complaint about the support provided for their child, should visit the Warwickshire County Council (WCC) website, looking under:

- Children and Families.
- Special Educational Needs and Disabilities (SEND).
- Special Educational Needs and Disabilities (SEND) - Complaints and Appeals.

WCC advice is that, in the first instance, parents/carers should contact the person they have been dealing with, or their manager. Most problems can be resolved this way.

Parents/carers might need to talk to people such as:

- The Special Educational Needs Coordinator (SENDCO) at the school.
- The relevant social worker.
- The relevant health visitor.
- Another specialist worker, such as the EHC Plan Coordinator.