
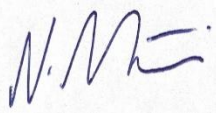




Joy Lane Primary Foundation School Oysters SRP (ASD)

Special Educational Needs and Disabilities (SEND) Information Report

Draft Prepared:	September 2025
Date Agreed:	22 nd September 2025
Signed by Executive Headteacher: Ms D J Hines	
Signed by Chair of Governors: Mrs N Mattin	
Date Policy to be Reviewed:	September 2026

SEND Governor: Dr P Grimes **Inclusion Lead/SENCO/SEND Team:**
Mrs A Godden (Assistant Headteacher for Inclusion) **Inclusion Team:**
inclusion@joylane.kent.sch.uk

Contents

1. <u>What types of SEND does the school provide for?</u>	4
2. Which staff will support my child?.....	5
3. What should I do if I think my child has SEND?	8
4. What happens if the school identifies a need?	9
5. How will the school measure my child’s progress?	10
6. How will I be involved in decisions made about my child’s education?.....	11
7. How will my child be involved in decisions made about their education?	12
8. How will the school adapt its teaching for my child?	13
9. How will the school evaluate whether the support in place is helping my child?	15
10. How will the school ensure my child has appropriate resources?	15
11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?.....	16
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	17
13. How does the school support pupils with disabilities?	18
14. How will the school support my child’s mental health and emotional and social development?.....	19
15. What support is in place for looked-after and previously looked-after children with SEN?	210
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?.....	21
17. What support is available for me and my family? (Local Offer)	233
18. What should I do if I have a complaint about my child’s SEND support?	24
19. Supporting Documents.....	25
20. Glossary.....	26

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



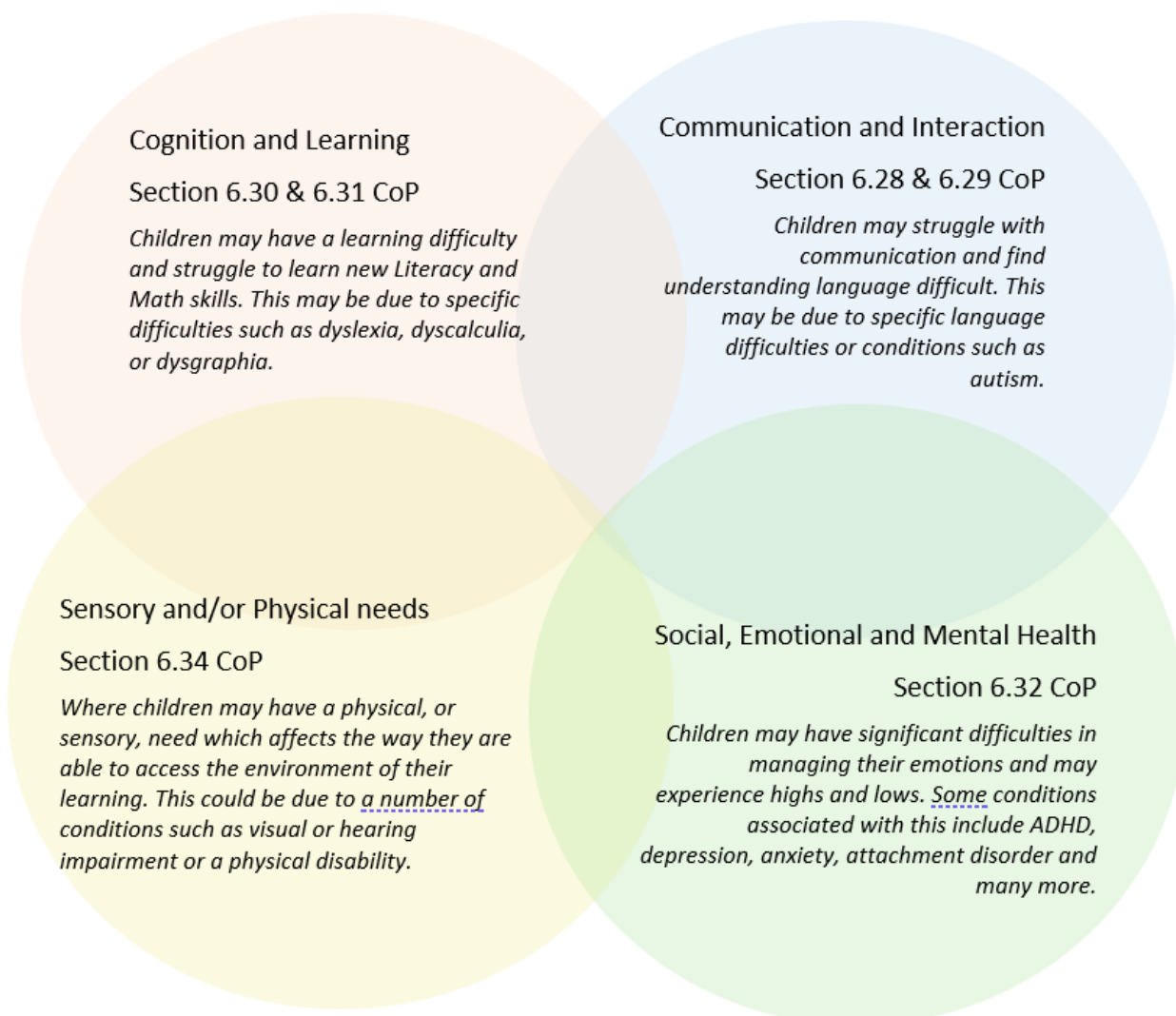
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website [Joy Lane Primary School - Policies](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

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

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child?



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

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

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCO is Annamarie Godden (Assistant Headteacher for Inclusion)

Annamarie Godden has 10 years experience in this role and, as well as completing the National Award for SEN Coordination with Christ Church University, she is a qualified Attachment Aware, Trauma Informed Lead. She has been teaching for 16 years at Joy Lane and worked with children with a high level of Special Needs prior to this.

Our SENDCO's are Kirsty Pout (Oyster Bay Nursery and EYFS), Sally Bowler (Year 2-6) and Lisa Crocombe (Oysters SRP).

Sally Bowler, Lisa Crocombe and Rachel Finch are all supporting SENCO's working across the school. Sally Bowler has been working within this role for 5 years and supports SEND from years 2-6. Lisa Crocombe is the SENCo for Oysters SRP, gaining the SENDCo qualification 11 years ago. Lisa is currently our Lead teacher for our SRP and has over 15 years of teaching experience. Rachel Finch is very experienced and enthusiastic about inclusive provision and early intervention and is currently working towards her SENDCO qualification. All three of our SENDCO's have a background of SEND and a passion for making education accessible and enjoyable for all children despite ability.

Class/subject teachers

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

Throughout the last academic year teachers and teaching assistants have had training in safeguarding children and supporting inclusive teaching across the curriculum, Understanding roles and responsibilities around Annual Reviews and Interventions and Language Through Colour within the English Curriculum. In addition to this, there have been various courses to support children and their identified needs such as sensory circuits, supporting the sensory challenged child, Lego Play, using the 5-point scale, emotional coaching and ELSA support. There are many more scheduled for this academic year where we are excited to be able to work alongside the North East London Foundation trust (NELFT) in supporting children's mental health and well-being and better

understanding neurodiversity. We are excited to offer opportunities for our family community to access some of these courses too. We are also incredibly lucky to have our own Speech and Language support assistants. Paula Ames and Julie Elbourn are both HLTAs who have had extensive training and support from Speech and Language therapists.

Where a training need is identified beyond what we offer, we work to find a provider who is able to deliver it. Training providers we can approach are; special schools, specialist teachers, educational psychologist, speech and language therapist, occupational therapists, physiotherapists, dyslexia specialists etc. SEND training is included in the school training budget.

Teaching assistants (TAs)

We have a team of 50 TAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

All our teaching assistants are trained to deliver interventions as appropriate. Some of our TA's focus on specific interventions, making them our 'in-school specialists' such as Speech and Language, Sensory Circuits and Emotional Literacy Support Assistants (ELSA's).

In the last academic year, TAs have received the same training as our teaching staff (Please see above). Our training programmes allow us to deliver the same information to both our teaching and support staff each week but in addition to this, our Teaching Assistants have received specific training to their role such as how to support the children during lesson input, carrying out and tracking an intervention along with OPAL play.

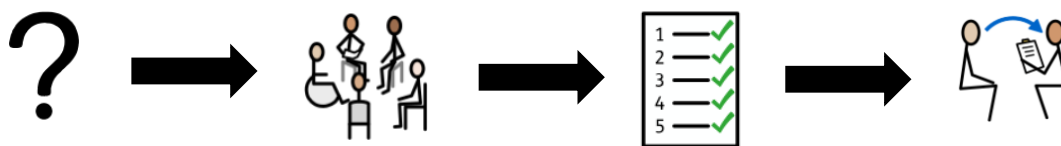
External agencies







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

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

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

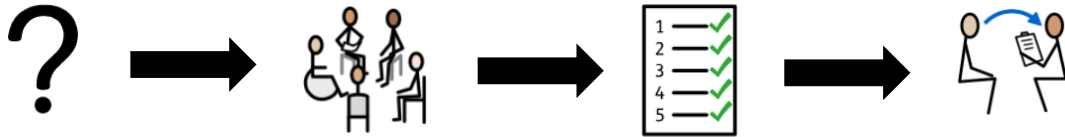


Phase 1	Phase 2	Phase 3	Phase 4
Raise a concern	Discussion between home and school about the concern	Plan support using the Mainstream Core Standards	Review impact and plan next steps

<p>Phase 1</p> 	<p>If you think your child might have SEND, first raise your concerns with your child’s class teacher who will make the appropriate SENDCO aware.</p> <p>Alternatively, you can email the inclusion team using the address below: inclusion@joylane.kent.sch.uk</p>
<p>Phase 2</p> 	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what’s been discussed and add this to your child’s record.</p>
<p>Phase 3</p> 	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/ data/assets/pdf file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p> 	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



Phase 1	Phase 2	Phase 3	Phase 4
Raise a concern Class Teacher to refer to In-SIFT (see below)	Discussion between professionals and recommendations advised	Implement strategies and advice provided	Review impact and plan next steps – this may lead to your child receiving SEND support.

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

If the pupil is still finding it difficult to make the expected progress, the teacher will discuss their concerns with you and refer your child to our In-School Inclusion Forum Team (SIFT) who meet at least 2x per term. The team is made up of the SEND team along with some of our highly experienced and trained staff to provide in-sights into their areas of expertise such as autism, speech and language, trauma and well-being. During this meeting, the teacher will share their/your concerns and outline all the strategies that have already been trialled. The team will then discuss and provide further advice and support for the teacher to implement. This is part of the Graduated approach (see page 9 for further information) and does not automatically mean your child has SEND.

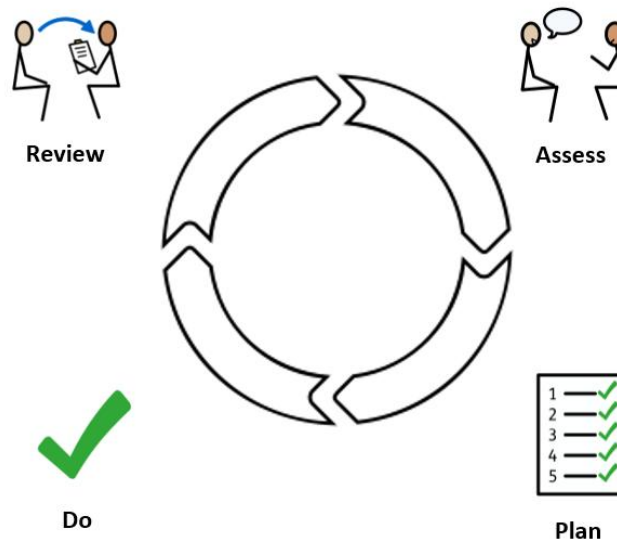
Teachers will be advised to implement strategies for 6-8 weeks and if concerns continue, to return to SIFT where next steps will be considered. At this point, the SENDCo will make contact with you to discuss updating their Pupil Passport or putting an Individual Provision Map in place. At this point, your child will be placed on the SEND register as we monitor their progress and development.





Please note, where progress is observed and needs can be met through the Mainstream Core Standards, a child can be removed from the SEND register. This would be an on-going discussion between home and school before a final decision is made.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



 <p>Assess</p>	<p>If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.</p>
 <p>Plan</p>	<p>In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff. This may be through an Intervention invitation or implementation of an Individual Provision Map.</p>
 <p>Do</p>	<p>We will put our plan into practice. The class teacher and supporting staff, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p>
 <p>Review</p>	<p>We will assess how well the support we put in place helped the pupil to meet the outcomes we set. This will be shared with you via an Intervention report or an IPM review over the phone. In some cases, you will be invited in to discuss the progress and next steps for your child. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.</p>

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



We will provide termly updates on your child's progress.

A member of staff who knows your child well will speak with you at least 3 times per year to:

- Set and discuss clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may be present as part of these meetings to provide extra advice and support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or the Inclusion team via inclusion@joylane.kent.sch.uk. If your concerns are urgent, please call the main school office who will see if a member of the SEND team is available to talk.

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

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



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

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?



All Class Teachers are responsible and accountable for the progress and development of **all** the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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

These adaptations include:

- All lessons are carefully planned and prepared to ensure all children are provided with the same opportunities regardless of their need. This is achieved through Adaptive teaching and the implementation of the Mainstream Core Standards.
- Learning Intentions, success criteria and Steps to success are shared with the children during every lesson.
- Writing ladders are used to ensure consistency in writing across the curriculum at an appropriate level or stage.
- Assessment for Learning is an integral part of all teaching to ensure pitch and pace of lessons is appropriate.
- Practical resources including working walls and use of ICT are available and used to support learning.
- Different teaching styles are employed in order to meet all children's needs.
- All children's learning is marked following the school marking policy. This is displayed and referred to regularly.
- All children's work is celebrated through displays in all classrooms and in shared areas of the school.
- Class Teachers and Teaching Assistants support learning by working with groups of children. These groups are varied to include all children, ensuring all children have access to the teacher and TA throughout the day.
- Alternative ways of recording may be offered where appropriate.

- Personalised and adapted teaching supports all children. Where appropriate, and where a specific need has been identified, a child may benefit from having additional adult support in small groups or on an individual basis. At all times the TA is promoting independent learning and life skills.
- Pupil Passports outlining strategies that are effective for individuals learning.
- Individual Provision Maps identify personal support and targets.
- Involvement of outside agencies to support individual need as appropriate e.g. speech and language provision.

We may also provide the following interventions:

- Sensory Circuits (To support readiness for learning)
- Pre- / post – teaching (To help children consolidate learning)
- Precision teaching (To help teach a specific concept or skill)
- Lego Play (To support social communication skills)
- Fizzy (To support gross motor skills)
- Speech and Language (To support spoken language or understanding of language)
- ELSA or Nurture (To support well-being and mental health). In addition to this, we are fortunate to have a qualified counsellor and Psychodynamic Psychotherapist on our school role.

At Joy Lane Primary School, we are passionate about promoting independence as a vital life skill and, where possible, encourage this in all aspects of school including learning; however, it is recognised that some children, despite interventions, may require a higher level of support. Teaching assistants will support pupils on an individual basis where a need means they are unable to access the curriculum without such support. This could be due to a physical need/barrier or a significant SEND need. Typically, these children would have an EHCP; although not all children with an EHCP require this type of support.

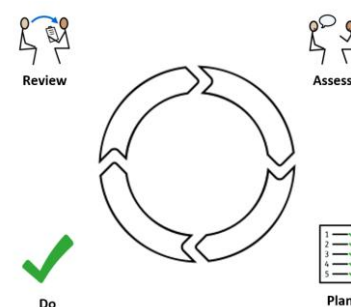
Teaching assistants will support pupils in small groups when there may be concerns around an individual's lack of progress.

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

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

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions at the end of each term
- Using pupil questionnaires/pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- Specialist equipment
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



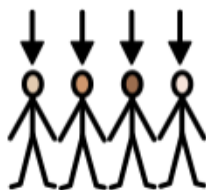
The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All clubs, trips and activities offered to pupils at Joy Lane Primary School are available to pupils with special educational needs and disability either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support enabling the safe participation of the pupil in the activity.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s) where available.
- All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

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



Joy Lane Foundation Primary School is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions and admission processes. At Joy Lane Primary School, we follow the guidance for admissions, both at the start of a child's learning journey and as part of the in-year admissions. Please see our Admission Arrangements for Entrance policy for more information:

[Joy Lane Primary School - Policies](#)

All children are treated fairly when considering admissions and no decisions will be made upon any additional needs.

Children with and Education, Health and Care Plan (EHCP) Pupils with an Education, Health and Care Plan do not apply to schools for a place through the main round admissions process. Any application received for a child with an EHCP will be referred directly to Kent County Council's Special Educational Needs Services (SEN), who must have regard to Schedule 27 of the Education Act 1996 " the LA must name the maintained school that is preferred by parents providing that:

- the school is suitable for the child's age, ability and aptitude and the special educational needs
- the child's attendance is not incompatible with the efficient education of other children in the school, and
- the placement is an efficient use of the LA's resources" Where a pupil is resident in another Local Authority, the home Authority must again comply with Schedule 27 of the Education Act 1996 which states: "A local education authority shall, before specifying the name of any maintained school in a statement, consult the governing body of the school, and if the school is maintained by another local education authority, that authority." Other Authorities looking for Kent school places for EHCP pupils will need to contact Kent County Council's SEN team in addition to the relevant school.

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- The school is fully accessible for wheelchairs.
- There are disabled toilets in each of our main buildings.
- There are changing facilities in each of our main buildings and the swimming pool.
- The school is a secure site with fencing and locked gates.
- Robust systems ensure out of school activities are well managed.
- High standards of learning environments are maintained in all classrooms and corridors using The Curiosity Approach across the school.
- The outdoor space is used well to support and enhance the curriculum.
- All sports and ICT equipment is tested.
- The Specialist Resource Provision provides a safe and secure base for our pupils with ASD.
- There are designated quiet spaces around the school including Zen Zones in line with our behavior policy.
- The indoor and outside sanctuaries provide a quiet and safe environment during play-times.
- Sensory circuits are used to address and target sensory needs of children resulting in a calmer start to their day.
- Specialist equipment allows disabled children to be independent.
- Provision is made to address sensory needs with the use of ear defenders and fiddle toys.
- Where appropriate, children with a physical disability will have an individual Personal Emergency Evacuation Plan (PEEP).

Please see Joy Lane Primary School's Accessibility Plan for more information:

[Joy Lane Primary School - Policies](#)

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



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

- At Joy Lane Primary School, our behavior policy reflects the benefits of teaching self-regulation using a variety of strategies and approaches to promote positive well-being.
- Where appropriate, children will have their own Behaviour Support Plan which will be based upon the same expectations as set out in our whole school Behaviour policy. A Behaviour Support Plan will be created using the principles of Breakwell's assault cycle and will break down presenting behaviours; offering advice and strategies at each level or stage. This allows children who struggle with self-regulation to have an adapted approach when considering the Behaviour policy.
- Personal Social Health Education (PSHE) lessons and assemblies develops personal and social skills within all children.
- The school Family Liaison Officer (FLO) is available to meet with children and families on a daily basis. They support the well-being of children and families, attendance to school and support social and emotional needs/skills.
- All children have the opportunity to take part in the PASS survey which monitors the well-being of every child on an annual basis.
- Parent consultations provide opportunities to discuss the well-being of each child alongside their academic progress.
- Children feel safe at school. A positive behaviour system is in place where all adults focus on promoting positive behaviours.
- Joy Lane primary School are undertaking the Thrive approach to support emotional well-being alongside behaviour as a whole school approach.
- Indoor and outdoor sanctuaries are run every playtime to support children who find these unstructured times challenging. Throughout these sessions, social skills are reinforced and embedded to promote successful play.
- ELSA is in place to support children who struggle to identify and understand their emotions and those of others or children who need additional emotional support.
- Pastoral Support Plans are designed to address and support children's emotional and behavioural needs. These are created and reviewed with class teachers, children and parents/carers.
- The school can offer counselling to individual children where appropriate and recommended.

- Early support meetings are held to support children and their families.
- Two members of staff are trained to deliver the ELSA programme where appropriate.

We have a zero tolerance approach to bullying.

Please see our Behaviour and Anti-bullying Policies:

[Joy Lane Primary School - Policies](#)

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

Annamarie Godden is the school's designated teacher for children who are looked-after or previously looked-after. She will work with the relevant SENCO to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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



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

Between years

To help pupils with SEND be prepared for a new school year we:



- Please see [Joy Lane Primary School - Transition](#) for a more bespoke overview of transition support for each year group and phase.
- All class teachers are asked to update every child's Pupil Passport sharing key information to support transition.

- Teachers will 'hand-over' their children as part of transition meeting sharing key information about their children.
- Opportunities within our curriculum are provided to ensure all our children experience working with various staff members across the year.
- Whole school transition week, where classes move to their next class and experience being in a new setting with a new teacher. A whole school theme is set and explored within their new classes at the end of term ready for a fresh start in September.
- Parent consultations are held early in the academic year to allow parents/carers to discuss the transition and how well each child has settled.
- Transition for the EYFS and nursery is supported by home visits and a variety of meetings and workshops.
- Resilience sessions and support will be offered to children who need or would benefit from an extended transition.
- Children will be given opportunities to visit the classroom more frequently. This could be in the form of a 'job' or taking a message.
- Social stories will be used to aide transition.

Between schools

We will share information with the school, college, or other setting the pupil is moving to; this may be done through meetings or telephone consultations. In addition to this, all relevant SEND documents will be shared with the school prior to them starting.

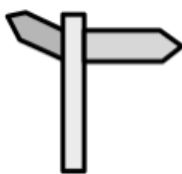
Transition support will be provided through PSHE lessons and planned transition work. Where appropriate, children will be provided with an additional intervention using the 'Little fish in a Big pond' scheme of work and/or be provided with a bespoke social story.

Pupils will be prepared for the transition by:

- The SENCo from JLPS having communications with the Inclusion manager/SENco in the new setting to discuss children and their individual needs.
- Transition books in the form of social stories will be created for all children and individualized where appropriate.
- Transition sheets/booklets are used to support children who need an extended transition. This might include several visits to the new setting and an information booklet.
- Transition days for year 6 are supported, including children in the SRP, to ensure familiarity with the new setting prior to leaving Joy Lane Primary School. Please note, these days are arranged by the secondary schools.
- Practising with a secondary school timetable through 'setting'
- Learning how to get organised independently
- Plugging any gaps in knowledge



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



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

To see what support is available to you locally, have a look at Kent County Council's local offer. Kent County Council publishes information about the local offer on their website: [Special educational needs and disabilities \(SEND\) - Kent County Council](#).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.iask.org.uk/>

Helpline: [03000 41 3000](tel:03000413000)

Email: iask@kent.gov.uk

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

<https://www.iask.org.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Please also see our Inclusion Website which is packed full of links, information and resources to support you and your child at home:

[Joy Lane Primary School - SEND Resources and Support](#)

[Joy Lane Primary School - SEND at Home](#)

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints at Joy Lane Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, a member of the Inclusion Team or the Head Teacher to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

Please see [Joy Lane Primary School - Policies](#) for our Complaints policy.

There are some circumstances, usually for children who have a Statement of SEND or EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents



- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

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