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# Kinsale Junior School

## SEND information report 2026-2027

Part of the Norfolk Local Offer for learners with SEND

To be reviewed: September 2027

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# A note from our SENDCo

- Mrs Jacqueline Harris is our SENDCO at Kinsale Junior School.
- You can contact her on 01603 425662 or senco@kinsalejunior.norfolk.sch.uk

We are very committed to supporting all our SEND children at Kinsale Junior School in the best way we possibly can. We treat all children as individuals and work closely with families to ensure they receive the support they need in order for them to have the most positive approach to their education

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# What is an SEN information report?

- This report is written to help children and their families understand the provision we offer to those with special educational needs and or disability (SEND)
- We have a legal requirement to share information with you
- We must review it and publish it annually
- This requirement is set out in the SEN Code of Practice which can be found here:

  SEN Code of Practice
- We have worked with our families to ensure this information is clear and hope you find the information you are looking for within! We welcome your feedback and thank you for reading

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# What do you do if you have concerns your child may have SEN?

Our classroom teachers always welcome open and supportive conversations around a child's progress in any area of the curriculum. They are the primary point of contact and can be reached via email through the school office:

office@kinsalejunior.norfolk.sch.uk

They are also available at the end of the school day for a short discussion or to arrange a more formal meeting.

The school SENCO Mrs Harris also warmly welcomes communication with families and can also be contacted via email: senco@kinsalejunior.norfolk.sch.uk

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# How we ensure our curriculum and teaching is accessible to all

**Training and review**
We are aware of the importance of training and professional development for all our staff. We ensure this takes place regularly. Our curriculum is regularly reviewed with welcomed input from all of our stakeholders.

**Support Plans** outline specific and personalised teaching adjustments, adaptations and interventions to support children with SEND in their learning.

Our SENCO plays a major role in the development of our curriculum. We pride ourselves on getting it right for each child according to their unique starting points and stage of development.

**Accessibility:**
Adjustments are made to physical environment, written information and methods of recording information.

**Education and Pastoral Assistants** deployed carefully who support children with SEND whilst always promoting their independence.

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# Definition of SEND

The Code of Practice defines SEND as:

***'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 or mainstream post-16 institutions.'***

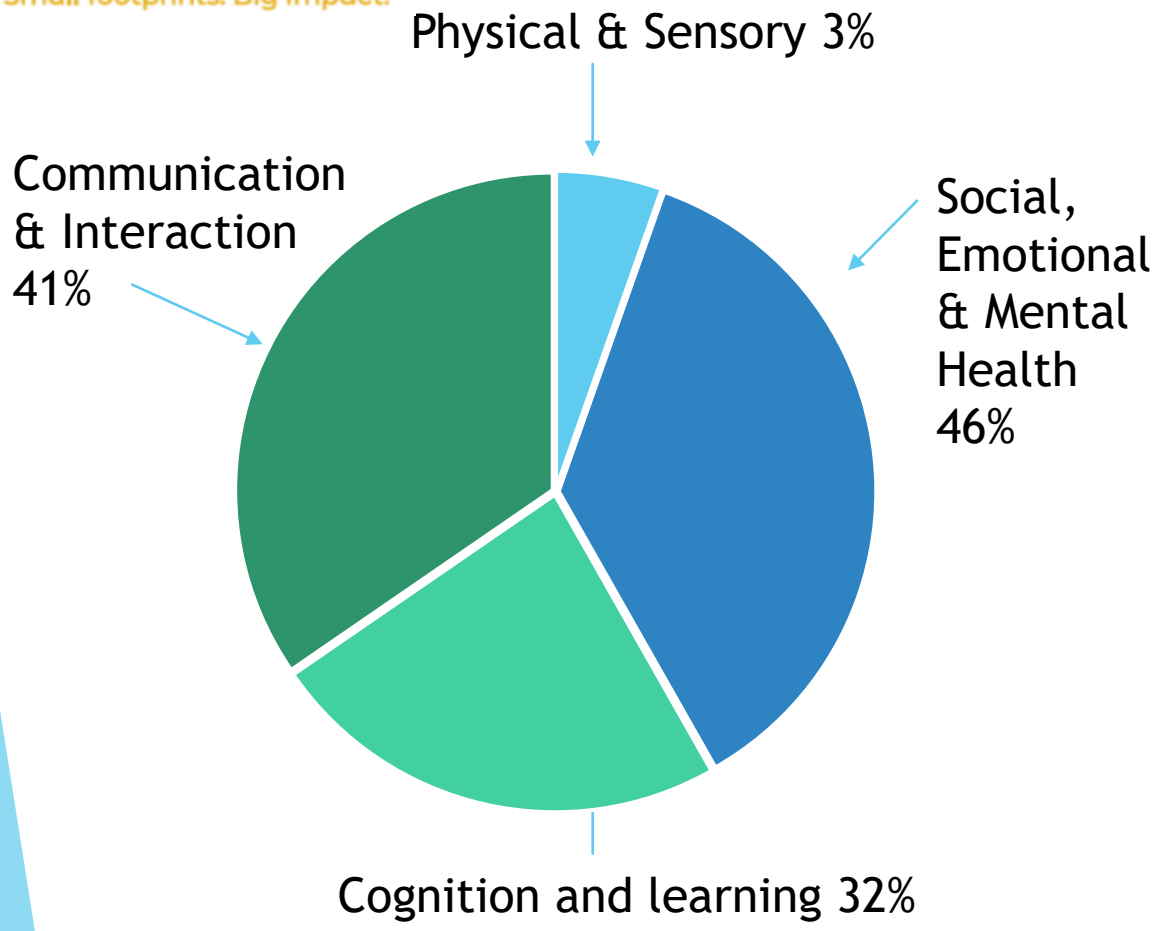
Only those with a learning difficulty or disability that requires support which is **'additional to or different from'** high quality class teaching, differentiation and routine intervention will be designated as having SEND.

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# Areas of SEND in our school




We provide for all kinds of SEND included within the broad areas of need outlined in the SEND Code of Practice:

**Communication and Interaction**: This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

**Cognition and Learning**: This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

**Social, Emotional and Mental Health Difficulties**: This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.

**Sensory and/or Physical Difficulties**: This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Our current SEND profile shows 20.1% of all pupils are identified with SEND. This compares with 20.8% nationally (16.8% SEN Support + 3.3% EHCP).

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# How do we identify children with SEN and ensure they make progress?

➢ There is no one exact process to identify a special educational need as each individual learner is unique. We monitor all children's progress by holding termly pupil progress meetings.

➢ Identification begins with monitoring progress across the curriculum from each child's individual starting points. Where we notice that a child isn't progressing as we would expect in any area, this is followed up with observations and discussions by the class teacher, SENDCO and parents/carers. We understand that children don't necessarily make progress in neat little steps and it is important to note that a lack of progress at any point in time can be due to a range of different reasons and doesn't automatically mean that a child has a special educational need.

➢ All children's progress in the core subjects is recorded on our central system, which enables us to monitor progress and make comparisons with other schools' whole school and SEND data. We may use different assessment formats for different children to make sure they are matched correctly to each child's stage of development.

➢ We use the Graduated Approach of Assess, Plan, Do, Review to identify SEN and then track our pupil's individual learning journey.

➢ Once a child is identified as having SEN we place them on our SEND Register and continue to assess their progress at least once every term using the 7C's approach to help identify pupil strengths and barriers to learning. We create a Support Plan, with families, to identify the areas we want to focus on and how we plan to do this.

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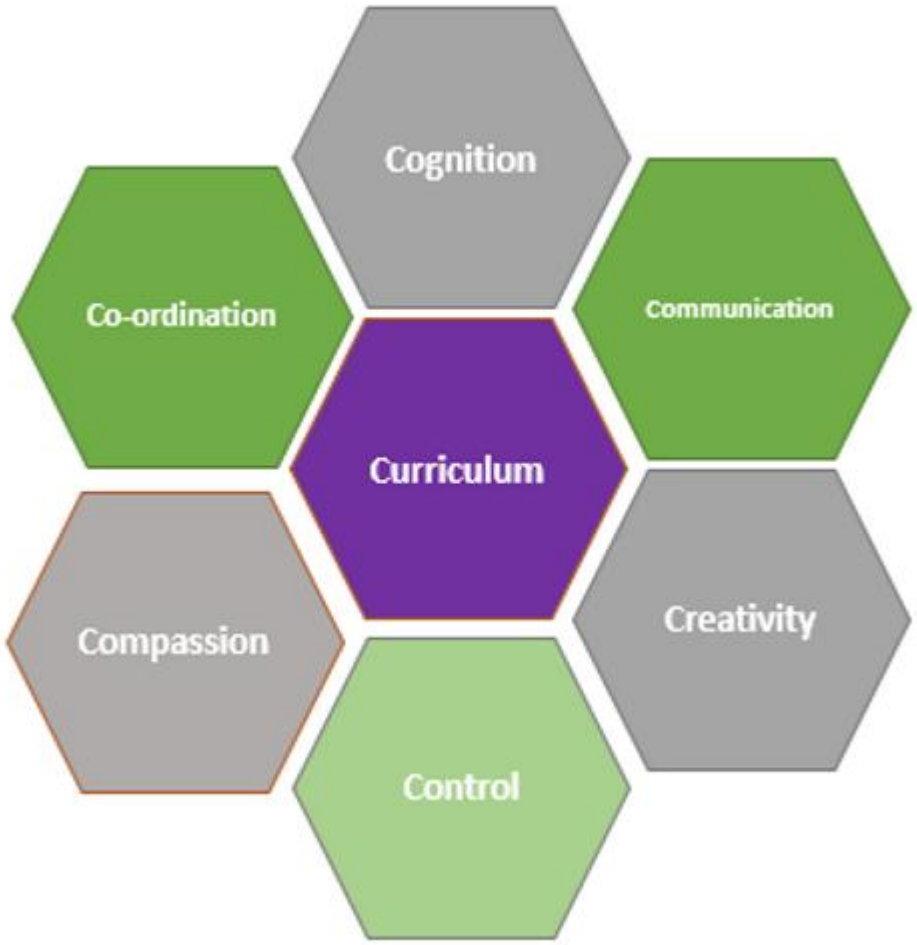
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# 7C's – a strength based approach

The 7Cs provides a language of assessment that we can all use. We talk with the children and their parents/carers and together we agree their strengths and areas for development. Using each child's individual strengths and areas for development, we set meaningful targets with clear outcomes. This helps us plan next steps and interventions. We are able to monitor the impact of SEN provision as the 7C's helps us capture small steps of progress.

Each area of the 7Cs shown opposite is broken down into more detailed skills. Once we have understood a child's learning profile in more detail, we work on removing the barriers to learning, trying hard to use their own unique strengths to help.




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# Steps to a Graduated Approach

Step 1
If any child is not making progress from their starting points we work together to find out why and agree on how best to help them.

Step 2
If a child has received adapted teaching, routine intervention and support appropriate for their age group, but they are still not making progress, next steps will be discussed with everyone and the child may be added to the school's SEND Register.

Step 3
If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Speech & Language Therapist (SALT) or Child and Adolescent Mental Health Service (CAMHS).



Step 4
If funding beyond the school budget is needed in order to support a child with more complex levels of need, the school can request support from the Local Authority, which may be in the form of additional funding.

Step 5
If a child continues to display significantly high and complex levels of need that are having a negative impact on their ability to make progress, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.

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# Step 1



- If any child is not making progress from their starting points, we work together to find out why. We think carefully about the child's current developmental level, their readiness for learning and what appropriate progress would look like.

- We agree on the best support to put in place to help them.

- Adapted teaching strategies and routine intervention, such as additional small group phonics sessions, will be provided for every child who needs support.

- The child may or may not have SEN. It may be that they have gaps in their knowledge and understanding, need a boost to their learning in a particular area or support to overcome a specific, short-term barrier to their learning.

- Staff who work most closely with the child will recommend support strategies. These will be discussed with the child and parents/carers so that clear outcomes can be identified.

- The child will receive support/intervention for a set amount of time and their progress will be monitored.

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# Step 2

If a child has received adapted teaching strategies and routine intervention & support appropriate for their needs, but they are still not making progress...

OR

there is some other evidence to suggest the child may have special educational needs then:



- Initial discussions will take place between class teacher, SENCO and parents/carers.

- The child's needs will be investigated further. We have a range of assessment tools and resources available in school to help us.

- If it is agreed that a child needs support which is 'additional to or different from' the expected high quality class teaching, adaptations and routine intervention appropriate to their needs, next steps will be discussed with parents/carers & child. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and learner agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to help measure the impact of the intervention.

- The child will be placed on the SEND Register to help record how we are supporting their needs.

- The class teacher will work with the child to put together a Support Plan which will set out targeted outcomes, how we will support these and how we will measure success. This plan will be discussed with all involved and reviewed at least once per term.

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# Step 3

If more specialist advice is needed, the school may ask for help from outside agencies such as an Educational Psychologist (EP), Specialist Learning Support Teacher (SLST), Speech & Language Therapist (SALT), Child and Adolescent Mental Health Service (CAMHS), Schools and Community Team or School Nursing Team.

What do some of these services do?



Educational Psychologist (EP)

A person who is specially qualified to help investigate and identify any cognitive barriers to learning that children may be experiencing, such as being able to take in, remember, understand and manipulate information in order to learn successfully.

Speech & Language Therapist (SALT)

Speech & Language Therapists can assess, diagnose and work with children and young people, from birth to 19 years old, who have speech, language and communication needs or difficulties with eating, drinking and swallowing.

School Nursing Team

This team can support children, schools and families with a wide range of needs such as emotional wellbeing, healthy lifestyles e.g. sleep & healthy eating, transition when starting or moving school and carrying out hearing tests.

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# Step 4

Kinsale Junior School receives funding directly to the school from the Government to support the needs of learners with SEND. This is described in a SEND Memorandum, as part of the school's allocated annual budget.

For learners who require the highest levels of support which goes beyond what is already in place within the school budget and provided that the school can demonstrate effective use of these resources, the school can apply to the Local Authority for support which may be given in the form of additional high needs funding.



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# Step 5

If a child continues to display high and complex levels of need, and this is having a negative impact on their ability to make progress, even with the support already in place, the school or parents/carers can request the Local Authority to carry out a needs assessment for an Education, Health and Care Plan.

The following web page within the Norfolk SEND Local Offer explains more:

Norfolk SEND Local Offer Education Health and Care Needs Assessment and Plans

Norfolk EHCP Family advice line: 01603 679 183

Norfolk SEND Information, Advice and Support Service (SENDIASS) also have a useful information page and booklet available for you to download:

Norfolk SENDIASS - An Overview of Education, Health & Care Plans

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# Assess, Plan, Do, Review

**ASSESS**

Use a wide variety of information to try to identify what the child's barriers to learning are and how best to support them.

- Data on attainment, progress, behaviour and attendance
- Teacher assessment and observation
- Parent views, pupil views – 7 C's
- Advice from external agencies
- Information from additional assessments

**PLAN**

Following discussion with parent/carer and child, make decisions about:

- What reasonable adjustments a class teacher should make to enable the child to access high quality teaching
- What support/intervention 'additional to or different from' high quality teaching should be in place
- The expected outcomes and how success will be measured

**DO**

Carry out the agreed methods of support and intervention.

- Implementation of strategies by class teachers and EPAs
- Monitoring and tracking of progress, both with specific support and intervention, as well as more generally
- Refine and revise planned support as understanding of what works for a particular pupil grows

Review

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# What to do if you are concerned your child may have SEN

Our classroom teachers always welcome open and supportive conversations about a child's progress in any area of the curriculum.
Teachers also welcome conversations about a child's wellbeing and anything that is happening in their lives that may affect them in school. Teachers are the primary point of contact and can be reached via telephone or email through the school office:

01603 425662 or office@kinsalejunior.norfolk.sch.uk

Teachers are also available at the end of the school day for short discussions or to arrange a meeting.

The SENCO, Mrs Harris also warmly welcomes communication with families and can be contacted via telephone or email:

01603 425662 or senco@kinsalejunior.norfolk.sch.uk

Just One Norfolk also has lots of helpful information about children's development, including speech, language & communication, sleep, toileting and behaviour:

Child Development & Additional Needs - https://www.justonenorfolk.nhs.uk/child-development-additional-needs/

Speech & Language - https://www.justonenorfolk.nhs.uk/speech-language/

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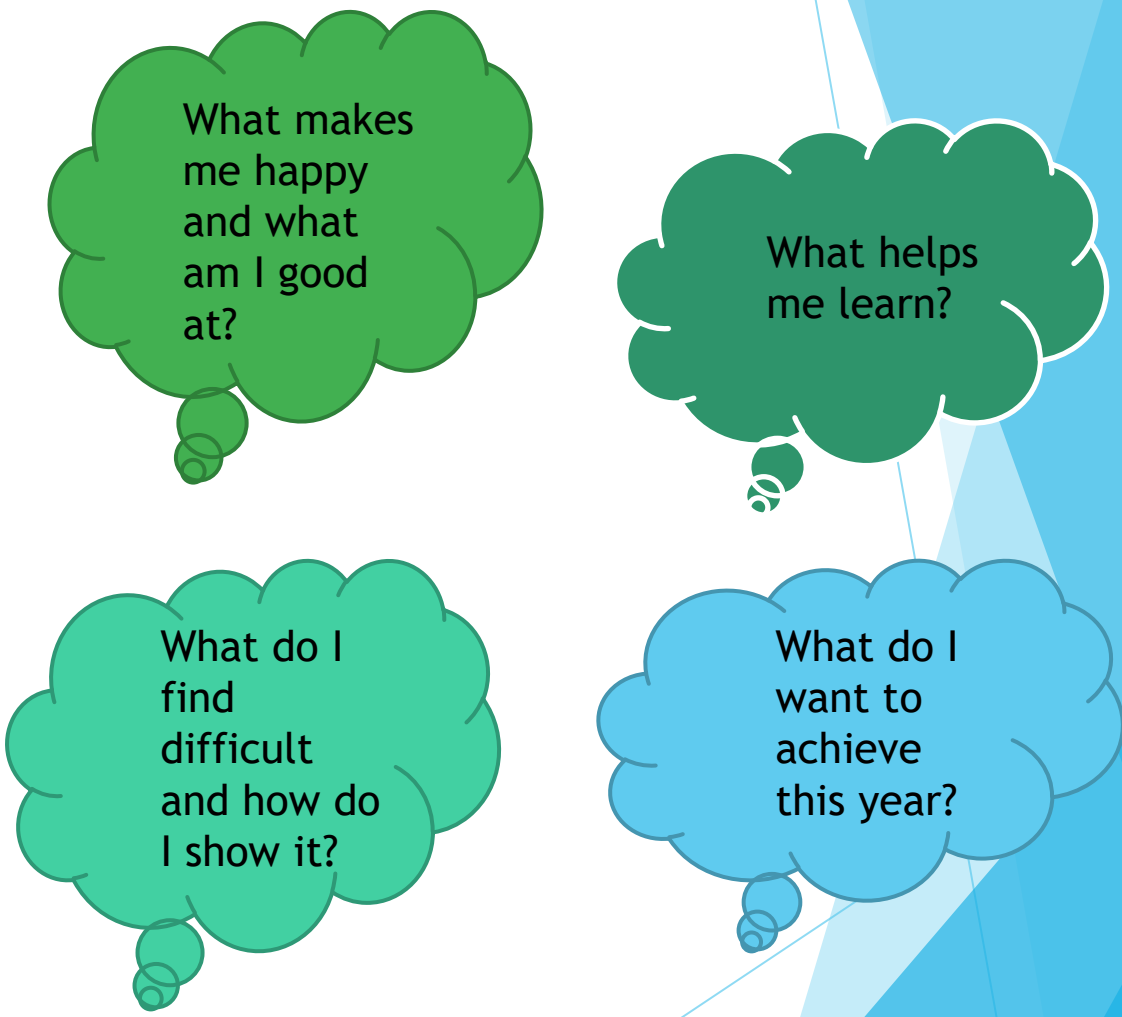
# How do we write a support plan?

Together with their teacher and family, each child talks through and answers the questions you can see in these thought bubbles. It is very important that their voice is central to any planning.

- Next, with their family and teachers, children identify areas of strength and areas for development using the 7C's language.

- Teachers use this information to decide upon teaching adjustments and necessary interventions and set termly targets to work on.

- Plans are updated and all information is shared termly with families either via email/phone or in person dependant on individual preference.

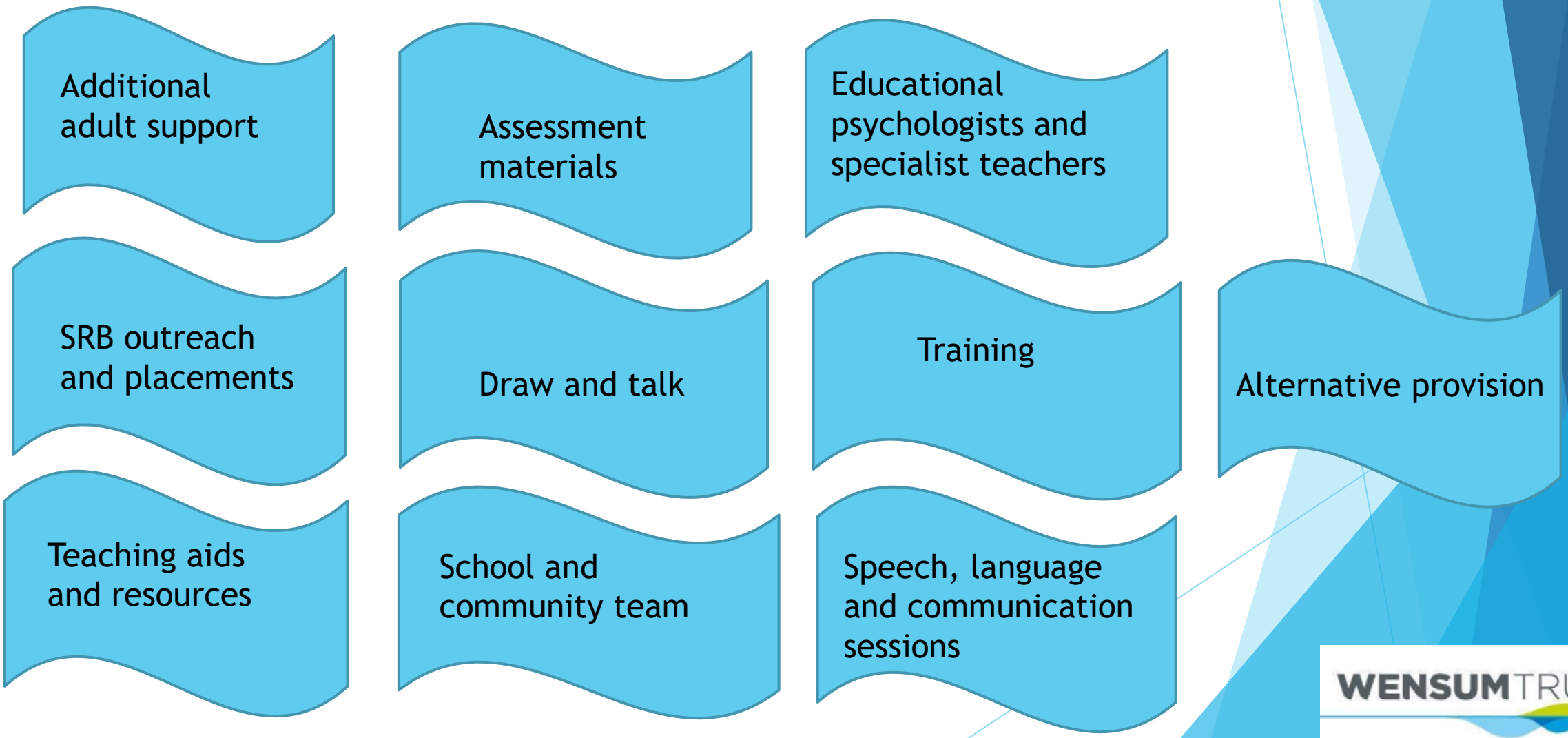



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# How do we spend SEND funding?




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# Enhanced Specialist Provision (ESP)

## Roots to Rise
## “Strong foundations for confident futures”

## A relational-based learning space for growth, regulation and readiness.

Roots to Rise is a nurture-based, highly structured specialist provision supporting up to eight pupils who require additional help with emotional regulation, social communication, and readiness to learn. The provision offers a calm, inclusive, and adaptable environment in which children can develop confidence, coping strategies, and independence, enabling them to access the curriculum in line with their year-group expectations.

Being based within the Kinsale building ensures that Roots to Rise remains fully inclusive, maintaining strong links with the wider school community while providing a bespoke environment tailored to individual needs.

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Roots to Rise is designed to support pupils who:

- Struggle to stay regulated throughout the school day
- Find the mainstream classroom environment overwhelming
- Require targeted emotional, social, and communication support
- Benefit from smaller, sensory-friendly learning spaces

**What the Provision Offers**

Roots to Rise provides:

- A dedicated classroom, sensory room, breakout/soft play area, craft and messy play room, office, meeting room, and accessible toilet
- A safe, enclosed outdoor space designed for regulation, movement, and therapeutic play
- Support from a qualified specialist teacher, alongside skilled Teaching Assistants and Educational Provision Assistants
- A curriculum aligned with mainstream expectations, enhanced by a strong focus on emotional literacy, communication, independence, and resilience
- Daily structured opportunities for pupils to practise self-regulation strategies, recognise emotions, and learn how to seek support appropriately

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# How we ensure inclusivity throughout the school day

• **High quality teaching and an accessible curriculum** for all children. Planning and quality first teaching is adapted on a daily basis and is flexible and differentiated to meet the needs of all learners. Daily assessment of progress is reflected in how sessions are delivered and this allows for children to have further support if needed or to be moved on to the next aspect of learning as appropriate.

• **Reasonable adjustments and adaptations are made by our skilled teachers and put in place by teachers and support staff.** Learners have access to a range of different resources, such as coloured paper, overlays, pencil grips, writing slopes, visual timetables, recording devices, i-Pads etc and these will help to form the basis of good quality first teaching.

• **Support Plans outline any additional and different personalised interventions the child may be accessing. These interventions are to help them overcome their barriers to learning.**

• **We work closely with a range of external services to meet individuals needs**

• **Some children will have an EHCP which is explicit in outlining the additional support the child is entitled to. We work with families to ensure the plan is working effectively for the child.**

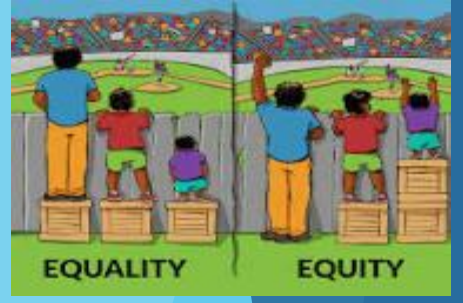
• **Every classroom has a 'Regulation Station' - children are supported in the classroom to develop their ability to notice how their body is feeling, linking this to emotions they might be feeling and then identifying ways in which they can restore calm and self-regulate.**

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# Equality and Accessibility




The Equality Act 2010 definition of disability is:
**'A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'**
Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there may be a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

For more information about the Equality Act and how it relates to children and young people, the protected characteristics or duties on public bodies, please click here.

Under the Equality Act 2010, all schools are required to have an Accessibility Plan which details how the school will:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.

- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

**Achieving equality and accessibility for all doesn't mean doing the same thing for everyone as the above picture demonstrates.**

Please find our current **Accessibility Plan** on our school website.

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# Our expertise and training

- Our School SENCO has completed the National Professional Qualification for Sencos

- Our SENDCO also attends half-termly Trust SEND Network meetings with Rachel Wilson, Trust Educational Psychologist, as well as termly Local Authority SEND Forum meetings and termly SENCO Network meetings with Judith Carter, author of the 7C's approach.

- In addition to all of the above our SENCO also attends many training sessions provided by The Learning and SEND Inclusion team at Norfolk County Council.

- Teachers and EPAs/EPL attend training sessions around successful provision for SEND pupils.

- Teachers and EPAs/EPL attend external professional development training.

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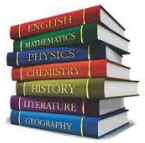
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# Professional support services we work with



## Health

- Just One Norfolk
- Neuro development service
- Speech and Language therapy
- Occupational therapy




## Education

- Virtual Sensory Support
- Educational psychologists
- Dyslexia outreach
- Specialist teachers
- School 2 School support
- Inclusion and SEND team
- SRB Outreach
- SRB Placements



## Care

- Early Help
- Family Support Service
- Supporting Smiles
- Nelson's Journey

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# Linked policies

If you would like any further information on how we operate as a school, please see the school website or contact the school office for the below policies.

- Admissions policy
- Attendance policy
- Behaviour and Emotional Regulation policy
- Complaints policy
- Equality policy
- Medical conditions
- Safeguarding policy
- Send policy

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# Support services for families of children with SEND

Just one Norfolk website has a wealth of information for families and a friendly voice at the end of the line to direct you to the right help. There are also lots of online learning courses if you are interested.

Click on this icon and take a peek!

Norfolk SEND information and advice support service also offer impartial information and advice

Click here!

Norfolk Community Directory contains activities, services and groups to help all Norfolk residents live healthy, active and fulfilling lives.

Click here to find out more!

SEND Norfolk Local offer also has lots of information for young people with SEND aged 0- 25yrs and their families

Click to take a look!

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# How we support school to school transitions




- We are very aware that moving on to another school can be very daunting for all children but especially for many with SEND.

- We will work closely with whichever school you choose for your child when they move on from Y6. This usually starts around Easter but again is dependant on individual need.

- We tailor our transition strategy to best fit the needs of the individual child. This may include extra visits to the new school for familiarisation and orientation.

- We do lots of work in school to prepare children for their next steps and always ensure the next school has all of the detailed information they need in order to continue to support your child.

- We also always listen to families ideas as to how to make this transition as smooth as possible for their child.

- For children who are new to us, we work closely with their previous school to ensure we have all the information we need to support the child. Using this information, we work with the child and their family to develop a Support Plan, which is then shared with all staff. We offer as many orientation/familiarisation visits as the family would like. This could be led by a peer/peers, or member of staff.

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# Ensuring pupil and family voice is heard

- We understand and highly value the importance of working closely with children and their families in order to achieve the best possible outcomes and support for pupils.

- Families of children recorded as having SEN have termly meetings (face to face or over phone depending on personal preference) with the class teacher and SENDCO if requested.

- Pupils meet with their classroom teacher termly to discuss their thoughts, concerns and progress.

- All of the above is recorded on EduKey Provision Maps – our online system.

- Classroom teachers are always ready to listen to family's thoughts and can be spoken to at the end of any school day.

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# What to do if you have concerns or a complaint

If at any time you feel unhappy about any aspect of your child's provision, it is important that you let us know.

So that we can work together to resolve the issue, please make an appointment to discuss your concerns with your child's class teacher and/or the SENDCO, in the first instance. We will listen and work with you to try to reach a solution.

In the event you feel your concern has still not been resolved you may wish to speak to the head of school – they can be contacted on: head@kinsalejunior.norfolk.sch.uk Should you wish to make a formal complaint, please refer to our school complaints procedure, which can be accessed on our website.

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# Kinsale Junior School

We hope you have found this SEND Information report helpful.

If you are not already part of our school community then please come and have a look around to see if our wonderfully warm, inclusive, supportive and achieving school is a good fit for your child. You are most welcome to arrange a tour. Just go back to slide 3 to see contact details.

We look forward to meeting you soon!

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