

Jotmans Hall Primary School - SEND Information Report 2026-27



Jotmans Hall is an active member of the local BATIC (Benfleet and Thundersley Inter-Cluster) group of schools. All of the schools in the group work closely and are committed to providing high quality education for all children with special educational needs and disabilities in the whole of the local area. Local provision is very similar as no one school has a particular specialism in relation to SEND. Jotmans Hall is also part of the ROBUS academy trust.

At Jotmans Hall we believe that all children matter, and that learning should be fun, purposeful and challenging. Our Values of **Effort, Respect, Communication** and **Independence** underpin all of the work we do.

E.R.I.C. the Owl is our school values mascot
(Effort, Respect, Independence, Communication)



**Click to explore
the report**

At Jotmans Hall Primary School, every child is valued, included and supported to feel safe, enjoy learning, and achieve their very best. Children are at the centre of all we do, ensuring they are confident, happy, and well prepared for the future.

This SEND Information Report outlines how we identify and support pupils with special educational needs and disabilities.

Jotmans Hall School - SEND Information Report 2025-26- Contents Page

1. What types of SEND does Jotmans Hall provide for?

2. Which staff will support my child in school?

3. What training have staff had to support pupils with SEND?

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

5. How will the school know if my child needs SEND support?

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

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

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

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

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

11. How will the school's resources be secured for my child?

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

13. How does the school make sure the admissions process is fair for pupils with SEND?

14. How does the school support pupils with disabilities?

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

16. What support will be available for my child as they transition between year groups or settings?

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

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

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

20. Glossary



Back to Contents

Click this icon to
return to this page



1. What types of SEND does Jotmans Hall provide for ?

At Jotmans Hall, we are committed to an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community. Every child is unique, and some may need extra help with their learning and development. We follow the SEND Code of Practice and support children across four main areas of need:

Communication and Interaction



Some children may have speech production difficulties, find it hard to talk to others, understand language, or know how to join in with social situations. This may include children with speech and language difficulties or Autism (ASD).

Cognition and Learning



Some children learn at a different pace to others, or may find certain subjects more challenging. This includes difficulties like dyslexia, problems with numbers, or more complex learning needs.

Social, Emotional and Mental Health (SEMH)



Some children may struggle to manage their emotions or behaviour, or may feel anxious, upset or withdrawn. This can include conditions like ADHD and anxiety.

Sensory and/or Physical Needs



Some children may have difficulties with hearing, vision, or physical movement. They might need extra equipment or support to help them take part in school life.



2. Which staff will support my child in school ?



[Back to Contents](#)

At our school, supporting children with Special Educational Needs and Disabilities (SEND) is **everyone's** responsibility. All staff work together to make sure every child feels included, supported, and able to achieve their best.

SENCo



Our school SENCo is Mrs Hindes, who is also part of the Senior Leadership Team. You can contact her by, calling 01268 755456, or emailing senco@jotmanshall.essex.sch.uk . We welcome open conversations with parents and work flexibly to meet the changing needs of children. Mrs Hindes is an experienced teacher who keeps up to date with the latest training and best practice. She completed the National Award in Special Educational Needs in 2020. She supports teachers and learning support assistants in working with children with SEND, and works closely with families and other professionals to make sure every child gets the right support.



Class Teachers



Class teachers plan and deliver high-quality lessons tailored to their pupils' needs, working with support staff and the SENCO to review progress and adapt support. They take part in training relevant to the needs of their class and wider school community , and communicate regularly with parents to set goals, review progress, and work together to help each child succeed.

Learning Support Assistants (LSAs)

Learning Support Assistants (LSAs) play a key role in supporting pupils' learning, wellbeing, and inclusion across the school. Working closely with class teachers and the SENCO, they help deliver and review targeted support, promote positive behaviour and inclusion in the classroom and playground, and ensure every child feels valued and able to succeed.

External agencies and experts

We work closely with a range of external professionals and services to support pupils with special educational needs (SEN) and their families. These can include speech and language therapists, educational psychologists, occupational therapists, school nurses, CAMHS, education welfare officers, social services, and local or voluntary support organisations



3. What training have staff had to support pupils with SEND?



Our staff take part in a range of training to help them understand and support the diverse needs of all our pupils. Training is offered at three levels – awareness, enhanced, and specialist – to ensure everyone has the right knowledge and skills.

Awareness Training

This type of training helps every member of staff create a supportive and respectful environment where all children can thrive. All staff receive awareness training on how to support pupils with different learning and communication needs, including:

- **Dyslexia and literacy differences**
- **Neurodivergence** – understanding and celebrating different ways of thinking, learning, and experiencing the world, including autism, ADHD, and other forms of neurodivergence. We focus on recognising strengths as well as supporting challenges.
- **Emotional regulation and communicating through behaviour** – recognising that all behaviour is a form of communication and responding with curiosity, understanding, and support.
- **Speech, language, and communication needs** – helping pupils to express themselves and understand others in ways that feel natural and supportive.
- **Sensory processing differences** – understanding how pupils may experience sound, light, touch, or movement differently, and adapting the environment to help them feel calm and ready to learn. Explored through the Autism Reality Experience

Enhanced Training

Our Learning Support Assistants (LSAs) and Special Educational Needs Coordinator (SENCo) have additional training on:

- **Attachment** – how relationships and experiences affect a child's sense of safety and learning.
- **Learning & Executive** how executive function skills—such as attention, memory, and organisation—affect learning in neurodivergent children, and provides strategies to support their success in school
- **Supporting Emotional Regulation in Neurodivergent Children**- Insights and practical strategies to help staff support neurodivergent children with emotional regulation, anxiety, and sensory differences.
- **Regular SENCo updates** – ensuring we stay informed about best practice and local SEND developments.

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3. What training have staff had to support pupils with SEND?



Specialist Training

Our SENCo has also completed specialist training, including the SEN Coordination Award.

We work closely **with Specialist Teachers**, who visit the school regularly, when available, to offer advice and practical support to staff.

Speech and Language Therapists also work alongside teachers and LSAs to support assessment and planning, ensuring pupils' communication needs are fully understood and met.

When allocated, **Occupational Therapists** work with teachers and LSAs to support pupils' physical, sensory, and learning needs, helping create environments that promote comfort, focus, and independence.

When Additional Support Is Needed

Sometimes, even with high-quality teaching and interventions, a pupil may need more specialist advice. With parent or carer permission, we may seek guidance from:

- Local Authority Support Services
- Specialist teachers from other schools
- Children & Family Services (if wider family or wellbeing support is helpful)
- Health partners, such as the School Nurse or CAMHS

We always work in partnership with parents and carers and obtain consent before making any referrals.

Education, Health and Care Plans (EHCPs)

For a very small number of pupils with more complex needs, the support they require may go beyond what the school can provide from its own resources. In these cases, we can ask the Local Authority to carry out an **Education, Health and Care needs assessment (EHCNA)** . If agreed, this process may lead to an **Education, Health and Care Plan (EHCP)** — a document that sets out the specific support your child needs across education, health, and care.

More detailed information can be found this parent friendly document [Supporting Your Neurodivergent Child](#)



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



1. Talk to your child's class teacher first.

They regularly assess each child's progress and can discuss any concerns about learning, development, or behaviour. The teacher will look at whether your child's progress is slower than expected, not improving, or if the gap between your child and their peers is widening.

2. The teacher will provide extra support where needed.

Before identifying SEN, the teacher will adapt their teaching and provide targeted support to help your child catch up.

3. If concerns continue, the teacher will involve the SENCO.

The **Special Educational Needs Coordinator (SENCO)** will work with the teacher and you to review your child's progress and decide what further support might be needed. This may include advice from external specialists.

4. Share any relevant information.

Parents and carers play a key role. If your child has had support before (for example, from early years settings, health services, or other professionals), share this with the school. It helps them plan the right support from the start.

5. Understand that identifying SEN is about support, not labels.

The school looks at your child's overall needs — not just their difficulties — and considers other factors such as attendance, health, or emotional wellbeing.

6. Work together on desired outcomes.

If your child is identified as needing additional support, you'll be involved in setting goals and agreeing on the type of help required. This may be through high-quality teaching or more specialised provision. If it is **mutually agreed** that your child requires **SEN support**, their name will be **added to the school's Inclusion Register**. This helps ensure that staff monitor progress carefully, coordinate support effectively, and review provision regularly to meet your child's individual needs.

In summary:

If you're concerned about your child's learning, development, or behaviour, start by **speaking with their class teacher**. They'll assess your child's progress, involve the **SENCO** if necessary, and ensure the right steps are taken — always in partnership with you — to help your child thrive.

If you would like to speak with your child's teacher about potential SEN needs, you can do one of the following:

Fill in a "Note to Teacher" sheet — these are available in the school foyer.

or

Send an email to office@jotmanshall.essex.sch.uk explaining that you would like to arrange a conversation with your child's teacher regarding possible SEN needs.



5. How will the school know if my child needs SEND support?

At Jotmans Hall Primary School, class teachers regularly assess the progress of all pupils and carefully monitor for any signs that a child may need extra help. This might be when a pupil's progress:

- Is significantly slower than that of their peers starting from the same point
- Does not match or improve upon previous progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap over time



We believe that high-quality, inclusive teaching is the best way to help every child succeed. This means lessons are adapted to suit different learning needs, progress is checked regularly, and extra support is given when needed — for example, through small group work or clear step-by-step guidance. High-quality teaching is always the first step in supporting pupils who have, or may have, special educational needs or disabilities (SEND). While additional support or interventions can help, they cannot replace the impact of strong, effective classroom teaching.

All our teachers are alert to pupils who may not be making the expected level of progress in their learning or social development — for example, in learning areas such as reading or social areas like emotional regulation or friendship skills. If a teacher notices that a pupil is falling behind, they will first identify any gaps and provide additional targeted adaptive teaching to address them. Pupils who do not have SEN typically make progress once these gaps are filled.

If the pupil continues to struggle, the teacher will speak with the school's **SENCO (Special Educational Needs Coordinator)** and contact you to discuss the possibility that your child may have SEN. The SENCO will then do some of the following:

- Observe your child in class and at play
- Talk with your child's teachers about their progress, attainment, and behaviour
- Compare your child's progress and development with their peers and national expectations
- Ask parents and teachers to complete checklists to help identify behaviours or areas of need to ensure any provision we put in place meets the needs of the whole child
- Seek your views and your child's views
- Where appropriate, consult external professionals (such as a speech and language therapist).

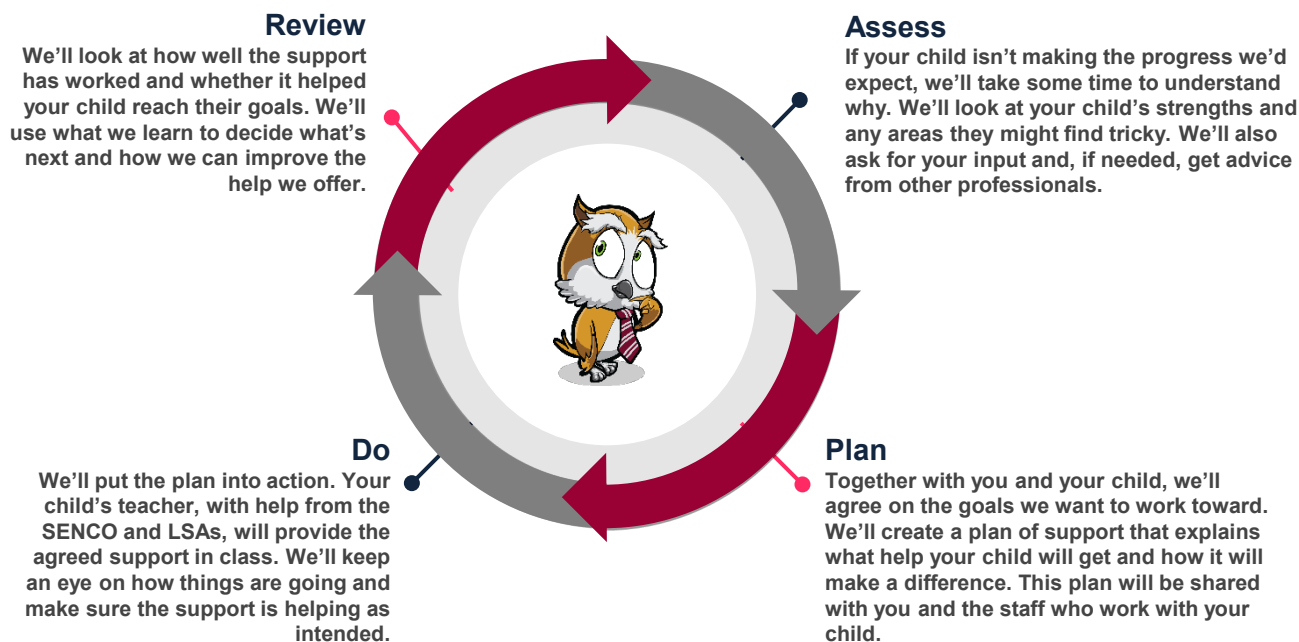
Based on this information, the SENCo will invite you to a meeting to discuss your child's needs and how best they can be supported. If it is mutually agreed that your child requires SEN support, their name will be added to the school's Inclusion Register. Following this the class teacher, with the support of the SENCo will write a **SEN support plan**, called a One Plan, tailored to their individual needs.

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

Once a pupil has been identified as having special educational needs (SEN), we take steps to remove any barriers to their learning and provide the right support to help them succeed. At Jotmans Hall Primary School, we use a process called “**The One Planning Cycle**”, based on the national **graduated approach**.

This approach follows four stages – **Assess, Plan, Do, and Review** – to make sure support is effective and adapted as your child progresses. Each pupil receiving SEN support has a SEN Support Plan, which in Essex is called a **One Plan**. Your child's One Plan sets out their needs, the strategies and interventions in place, and the outcomes we are working towards.

Your child's progress is **reviewed termly by the class teacher, with support from the SENCO**, to see what's working well and what might need to be changed. You'll be invited to take part in these review meetings (at least three times a year) to discuss your child's progress, share your views, and agree on next steps together.



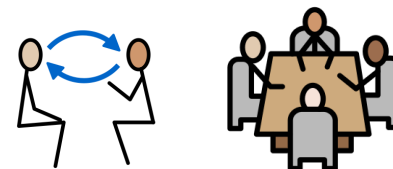
7. How will I be involved in decisions made about my child's education?

In the **Summer term**, you'll receive a **detailed annual report** showing how your child is progressing across the **school curriculum**.

In addition, your child's **class teacher** will meet with you **once each term** as part of the **One Planning process**.

During these meetings, we will:

- Set clear goals for your child's progress
- Review how they're getting on with those goals
- Talk about the support we'll put in place to help your child succeed
- Agree on what **we'll do in school**, what **you can do at home**, and what **your child can do** to help reach those goals



Sometimes the **SENCO** (Special Educational Needs Coordinator) may also join these meetings to offer extra support or advice.

We know **you're the expert on your child** — you understand their needs, strengths, and aspirations best. That's why we want to make sure you're fully involved and understand how we're supporting your child. Your insight helps us decide what works best for them.

We also really value hearing about how your child is doing **outside of school**, so we can get a complete picture of how our support is making a difference. If your child's needs or goals change at any time, please let us know straight away. This helps us keep our support as relevant and effective as possible.

In the meeting, we'll discuss the key points — including any goals, actions, and proposed support. Following the meeting, you will receive a copy of your child's **One Plan** and **One Plan Review document**, which will also be shared with all relevant staff.

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

We believe it's really important that every pupil has a voice when it comes to their SEND (Special Educational Needs and Disabilities) support. Pupils are always encouraged to share their thoughts and experiences about the help they receive and to be part of decisions about their support.

This includes:

- Contributing to their *Pupil Passport* — a simple document that captures key information about the child, such as their strengths, interests, what helps them to learn best, and the support they find most useful; including regulation strategies
- Talking about what they enjoy and what they find more challenging.
- Asking for input on their own goals and targets.
- Joining review meetings to talk about their progress.



Giving feedback on how well different types of support are working for them.

Whenever possible, we make sure each pupil's views are listened to and carefully considered when decisions are made about their support.

What is a Pupil Passport ?

A Pupil Passport helps staff understand each child as an individual and ensures that everyone working with them is aware of the strategies that have the greatest impact on outcomes, including emotional regulation. It promotes consistency in support and practice. The passport is updated once per term and stored in the classroom's red safeguarding folder, which all staff know the location of.

Pupil Passport - Jobmans Hall Primary School

Pupil Name: I Like: Important to me:

Date of birth: 01/01/2025
Year group: R
Class: Acorn
House: Ruby

Date: _____
Teacher: _____

People I work & play well with	People I find it difficult to work and play with	Things new people need to know about me
Main Area of SEN	Learners Strengths	Learners Difficulties
Triggers & Sensitivities	Strategies to support learning & behaviour in the classroom	Strategies to support interaction and behaviour on the playground
Personal & Self Care Needs	Resources used to support learning and behaviour in the classroom	



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

At Jotmans Hall Primary School, all teachers provide **high-quality, inclusive teaching** that is **adaptive to meet the needs, interests, and abilities of all pupils**. Previously referred to as *differentiation*, this approach ensures every child has equal access to learning that enables them to achieve their full potential. Teaching may include breaking learning into smaller steps, providing visual or practical resources, and offering additional time or support where needed. Your child's class teacher is responsible and accountable for the progress and development of all the pupils in their class.

This support may include:

- Breaking learning into smaller, manageable steps
- Providing visual or practical resources
- Supporting **self-regulation**, for example through movement breaks or the use of sensory equipment
- Allowing additional time or support when needed
- Using a range of teaching strategies
- Adults leading small-group work within lessons
- Delivering **targeted interventions** to address specific areas of need



Most pupils' needs are met through high-quality classroom teaching and adaptive learning strategies. However, despite this inclusive approach, some children may require support that is **additional to and different from** what is ordinarily available to their peers in order to make progress. When a child is identified as needing such support, we implement the SEN Support **One Planning process**, which forms part of the graduated approach. This process, which is carried out **in discussion and agreement with parents**, ensures that each child receives targeted, carefully matched provision to meet their individual needs. This provision may include a range of **classroom-based strategies, targeted interventions, and the effective use of additional adults** to support learning, independence and promote progress. To find out more about the One Planning process click [here](#).

The table on the next page details some of the ways we may support pupils with different types of special educational needs and disabilities (SEND). Every child is unique, so we aim to tailor the support provided to meet individual needs. This list is **not exhaustive** — it offers an overview of strategies we may use, depending on each pupil's strengths, challenges, and circumstances. To look at some of the ways we support children click [here](#)

Our Equality and Accessibility Plans guide us in removing barriers to learning, promoting equality of opportunity, and ensuring that all pupils—regardless of need or background—can thrive both academically and socially. To read our latest Equality & Accessibility plans click on the following link [Jotmans Hall Equality & Accessibility Plans](#)

Continued over page





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

SEND Support Summary Table (with Example Interventions)

Area of Need	Examples of Need	How We Help and Support (including example interventions)
Communication and Interaction	Autism Spectrum Disorder (ASD), Speech and Language Difficulties	• Clear routines and visual timetables to help children know what's happening next • Social stories and visuals to support understanding • Small group or one-to-one language activities e.g. Colourful Semantics, Talkabout, Time to Talk, and Blanks Level questioning to build communication and social skills • Use of Core Boards, the Core Word Programme, and PECS (Picture Exchange Communication System)* to develop expressive communication and AAC (Augmentative and Alternative Communication) • Referral and/or support from Speech and Language Therapists • Staff trained to use clear communication and visual cues
Cognition and Learning	Learning Difficulties : -Moderate -Specific -Severe Dyslexia, Dyspraxia, Dyscalculia,	• Lessons adapted to each child's needs • Practical and hands-on learning opportunities including use of concrete & practical resources • In-lesson small group support and additional processing time • Personalised learning targets using One Plans • Targeted literacy and numeracy interventions including Nessy Reading and Spelling, Nessy Hairy Reading, Nessy Number, and Targeted Twinkl Phonics Intervention • Targeted Fred's Fluency activities to support reading speed and comprehension • Assessment using Essex AFALS (Accuracy and Fluency Assessment of Literacy Skills) to monitor progress and guide intervention
Social, Emotional and Mental Health (SEMH)	ADHD, Anxiety, Low Mood or Emotional Needs	• Calm spaces and movement breaks • Adult Response and Self-Regulation Plans and clear routines to support consistency and emotional safety • Programmes such as Zones of Regulation, ELSA (Emotional Literacy Support Assistant) sessions, and Talkabout to support understanding and managing emotions • Referrals to/ Support from specialist services such as CAMHS, the Mental Health Support Team (MHST), and the • BATIC Play Therapist when needed
Sensory and/or Physical	Hearing, Vision or Multi-Sensory Impairments, Physical Disabilities	• Adapted classrooms, furniture, and equipment (e.g. pencil grips, writing slopes, or specialised furniture) • Access to Sensory Circuits to support sensory regulation and readiness for learning • Referral and/or support from Specialists e.g. Occupational Therapists (OT) or Physical and Sensory Specialist teachers at Essex County Council • Use of assistive technology, including iPads and partner mics, to enhance access to learning • Adjustments to ensure full participation in school life

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



We regularly check how well the support in place is helping your child to make progress in their learning, confidence, and wellbeing. Teachers, the SENCO, and support staff work closely together to monitor and review progress every term.

We do this by:

- Tracking your child's progress through classwork and assessments
- Observing how your child is engaging and learning in class
- Reviewing the impact of any interventions or additional support to see if they are making a difference
- Gathering feedback from teachers, support staff, and external professionals (if involved)
- Listening to your child's views about what is working well or what could be improved
- Talking with you at review meetings to share progress and agree next steps



If we find that something isn't having the right impact, we will adjust the support or introduce new approaches to better meet your child's needs. For children with an Education, Health and Care Plan (EHCP), a full annual review is held with parents and all professionals involved to make sure the plan continues to provide the right support.

11. How will the school resources be secured for my child?

Resources to support your child will be carefully planned and agreed according to their individual needs. The SENCO works with the headteacher, class teacher, and Board of Trustees to make sure the right support and resources are in place.

We do this by:

- Providing additional staff, interventions, or specialist equipment where needed to help your child access learning
- Seeking advice and support from external professionals, such as specialist teachers or therapists, to help identify the most effective support
- Applying for extra funding from the Local Authority if your child's needs are greater than what can be provided through the school's notional funding (the first £6,000 of additional support provided by the school)
- Requesting an Education, Health and Care Plan (EHCP) when more long-term, coordinated support is required — this plan ensures that funding and resources are secured to meet your child's specific needs

This process ensures that every child receives the right level of support to help them learn, feel confident, and reach their full potential.



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

We are committed to making sure pupils with special educational needs or disabilities can take part as fully as possible in lessons, playtimes, trips, clubs, and school events alongside their peers.



We do this by:

- Making reasonable adjustments to teaching, resources, and the school environment so all pupils can access activities
- Planning trips and extra-curricular events carefully so that any additional support, staffing, or equipment your child may need is provided
- Working closely with you and your child to understand what helps them take part confidently and safely
- Supporting staff through training so they can adapt lessons and activities to meet individual needs
- Promoting an inclusive ethos where every child feels respected, supported, and part of the school community

Our aim is that your child enjoys the same opportunities as everyone else, feels included in everything we do, and is able to achieve their full potential both in and out of the classroom.

13. How does the school make sure the admissions process is fair for pupils with SEND?

At Jotmans Hall Primary School, we welcome all children and try to make sure our admissions process is fair and inclusive for pupils with special educational needs (SEN) or disabilities.



We do this by:

- Following the Local Authority's coordinated admissions arrangements so that every application is treated fairly and equally
- Offering a place to any child whose Education, Health and Care Plan (EHCP) names our school, where we are able to meet their needs effectively.
- Making sure that no child is refused a place or treated less favourably because of their special educational needs or disability
- Working closely with families and other professionals before a child starts school to understand their needs and put any necessary support in place
- Making reasonable adjustments to the school environment, teaching, and resources so every child can access learning and school life fully from day one

This ensures that every child, whatever their needs or abilities, has an equal opportunity to attend our school and thrive as part of our community.



[Back to Contents](#)

14. How does the school support pupils with disabilities?

At Jotmans Hall, we are fully committed to ensuring that pupils with disabilities are not treated less favourably than other pupils. We promote equality of opportunity, celebrate diversity, and make “reasonable adjustments” so that every child can learn, play, and take part in all aspects of school life alongside their peers.

We take steps to remove barriers by:

- Adapting lessons and resources so that all pupils can access the curriculum.
- Training staff to understand and meet a range of physical, sensory, and medical needs.
- Working closely with parents, carers, and external professionals to identify and provide the right support.
- Encouraging understanding and respect for individual differences through assemblies, PSHE, and our ERIC core values (Effort, Respect, Independence and Communication).

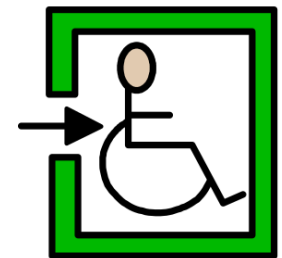


Our facilities currently include:

- Step-free access and external ramps to key areas of the school.
- Accessible toilets and a disabled parking space.
- Clear evacuation procedures and personal evacuation plans where needed.
- Use of auxiliary aids and specialist equipment or technology, as appropriate, to support learning and mobility.

Our **Accessibility Plan (2025–2027)** sets out how we will continue to:

- Increase opportunities for disabled pupils to participate in the full curriculum.
- Improve the physical environment to make it even more accessible and supportive.
- Ensure information is available in accessible formats and can be provided in print if required.
- Work with Essex County Council to improve our accessible toilet provision to add a personal care space



The Accessibility Plan can be found [here](#) or requested from the **school office**.

We are proud to provide an inclusive, welcoming environment where every child feels valued, supported, and able to achieve their very best.

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



Supporting every child's mental health, emotional wellbeing, and social development is at the heart of everything we do. At Jotmans Hall, building strong, trusting relationships with pupils and families is key to our approach.

To support children's emotional and social wellbeing, we provide:

- A safe, nurturing atmosphere where children are encouraged to share their thoughts and feelings.
- Skilled teachers and Learning Support Assistants who are trained to notice when a child may be struggling and offer day-to-day emotional support.
- Targeted wellbeing sessions such as small-group or one-to-one work to help children build confidence, manage emotions, and develop friendships.
- Strong partnerships with families, ensuring parents and carers are supported and encouraged to be involved every step of the way.
- Access and referrals to specialist professionals, including School Nurses, the Mental Health Support Team (MHST), the Child and Adolescent Mental Health Service (CAMHS), or BATIC Play Therapy, when extra help is needed.
- Opportunities across the curriculum to promote empathy, respect, and positive relationships through our school values —Effort, Respect, Independence, and Communication (E.R.I.C).

We also ensure that our **Pupil Councils** include children with a diverse range of needs, including those with SEND, so that every pupil has a voice and the views of our whole school community are heard and valued. We are proud to be part of the Multi-Schools Council, which brings pupils from mainstream and specialist schools together to promote inclusion, diversity and positive mental health. This partnership strengthens pupil voice, giving all children — including those with SEND — the chance to share their views, celebrate differences, and help shape a more understanding school community. By listening to our pupils and encouraging them to lead discussions around wellbeing, we help every child feel valued, confident, and heard.

To find out more about the Multi Schools Council click [here](#)



Back to Contents

16. What support will be available for my child as they transition between year groups or settings?

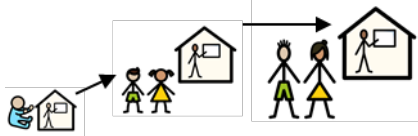
We understand that moving to a new class, year group, or school can be both exciting and sometimes worrying for children — especially those with special educational needs or disabilities (SEND). We plan transitions carefully to make sure every child feels confident, supported, and ready for the next stage of their learning journey.

Transition from Pre-school to Primary School

- Meetings are arranged with your child's pre-school to share information about their current provision, support programmes, and any involvement from outside agencies. This helps us fully understand your child's needs before they start school.
- The SENCO, class teacher, and early years staff will work closely with parents and carers to agree what extra transition support might be helpful, such as extra visits or visual resources.
- All children visit the school several times before starting, helping them become familiar with staff, classrooms, and key areas like the hall, playground, and toilets.
- For children with additional needs, the SENCO ensures that all relevant information is shared in advance. We endeavour to get the right support in place as soon as possible

Transition from Class to Class

- Class teachers meet with new teachers before the end of the summer term to hand over important information about every child.
- During the **Summer Term One Plan review**, transition arrangements are discussed with parents and pupils so that everyone understands what will change and what support will continue.
- Teachers and Learning Support Assistants (LSAs) are briefed on each child's needs and provided with updated documents, including the **One Plan, Pupil Passport**, and any relevant medical information.
- If needed, children may have extra visits to their new classroom, opportunities to meet new adults, or use visual resources and social stories to help them prepare. Many of our children are given a transition book to help support them over the Summer.
- Children are encouraged to share how they feel about moving on. Their views are recorded in their **Pupil Passport** and used to guide how we plan their support.



Continued over page



16. What support will be available for my child as they transition between year groups or settings?



[Back to Contents](#)



Transition from Primary to Secondary School

- The SENCO meets with the SENCOs of receiving secondary schools to share information about pupils' needs, progress, and the strategies that work best for them.
- All SEND records are passed on to the next school — even if a child is no longer on the register — to ensure future schools understand their history and can respond quickly to any emerging needs.
- **For children with an Education, Health and Care Plan (EHCP), transition arrangements are discussed as part of the Summer Term One Plan Review meeting.** Staff from the receiving secondary school may be invited to join this discussion so support can be planned together.
- Pupils are encouraged to talk about their thoughts or worries about moving to secondary school. These are recorded in their **Pupil Passport** and shared with the new school so that additional support can be arranged if needed.
- We work closely with families and secondary schools to plan extra visits, introductions, or small-group transition sessions where needed.

In-Year Transfers from Another School

When a child with special educational needs or disabilities (SEND) joins Jotmans Hall Primary School during the school year, we work closely with families and the previous school to ensure a smooth transition.

- **Information sharing** – The SENCO contacts the previous school to gather information about your child's needs, including any **One Plans, Pupil Passports, or Education, Health and Care Plans (EHCPs)**. During the admission process we may ask parents and carers to assist with the information gathering by sharing any documents they have regarding their child's needs that they might feel is relevant to us e.g copies of past One Planning or documents from professionals e.g. diagnostic assessment reports
- **Early assessment and planning** – In the first few weeks, staff observe how your child settles and learns to identify strengths and any areas they may need extra help with at out school
- **Parent and carer meeting** – We meet with you to discuss your child's strengths, needs, and what support has worked well previously.
- **Continuity of support** – Existing strategies or interventions are continued where appropriate to ensure consistency and reassurance for your child.
- **Pupil involvement** – Your child's views are recorded in their **Pupil Passport** to help us understand their feelings and preferences as they settle in.
- **Collaboration with professionals** – If your child is supported by external agencies, we contact them to ensure this support continues smoothly.

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

At Jotmans Hall , we recognise that looked-after and previously looked-after children may have unique experiences that can impact their learning, social, and emotional development. Our SENCO, Mrs Hindes, ensures that all teachers understand how a looked-after or previously looked-after child's circumstances and their special educational needs (SEN) may interact, and what this means for their teaching and learning.

Looked-after and previously looked-after children with SEND are supported in the same way as all pupils with additional needs — through the One Planning Cycle, which involves assessing needs, planning provision, implementing support, and reviewing progress. Each pupil has a One Plan that sets clear outcomes and identifies the strategies and interventions in place to help them succeed.

In addition, every looked-after child has a Personal Education Plan (PEP). The SENCO ensures that the PEP and any One Plan or Education, Health and Care (EHC) Plan work together and complement one another. This ensures that educational, social, and emotional needs are met in a joined-up and consistent way.

We work closely with carers, parents, the Virtual School, social workers, and other professionals to ensure coordinated and effective support. The aim is to help every looked-after and previously looked-after pupil feel safe, included, and able to thrive both academically and emotionally.



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



At Jotmans Hall Primary School, we value strong partnerships with parents and carers and aim to resolve any concerns about SEN provision quickly and effectively through open communication. If you have a concern or complaint about the support your child is receiving for their special educational needs, please follow the steps below:

Speak to your child's class teacher first. Most concerns can be resolved through discussion with the class teacher, who knows your child best and can explain the support in place and next steps.

If the concern continues, contact the SENCO, Mrs G. Hindes. Mrs Hindes will review your child's support, listen to your concerns, and work with you and staff to agree any necessary adjustments.

If the issue is not resolved, contact the Headteacher.

The Headteacher will review the situation and ensure that all appropriate actions have been taken in line with the school's SEND policy. If you are still not satisfied after speaking with the Headteacher, you will be referred to the school's

Complaints Policy, which sets out the formal process for raising and resolving concerns. [JHS Complaints Policy 2024](#)

We always aim to work in partnership with parents and carers to find solutions that best meet each child's needs and ensure they continue to thrive at school.



Contacting Staff

Class Teacher- If you would like to speak with your child's teacher about a concern or complaint, you can do one of the following:

Fill in a "Note to Teacher" sheet – these are available in the school foyer.

or

Send an email to office@jotmanshall.essex.sch.uk explaining that you would like to arrange a conversation with your child's teacher regarding possible SEN needs

Mrs Hindes- SENCo- You can contact her by calling 01268 755456 or emailing senco@jotmanshall.essex.sch.uk

Ms Warnes- Headteacher- You can contact her by calling 01268 755456 or emailing your request to

office@jotmanshall.essex.sch.uk



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



At Jotmans Hall Primary School, we work in partnership with parents, carers, and external professionals to ensure that pupils with special educational needs and disabilities (SEND) — and their families — receive the right support and guidance. Our **SENCO, Mrs G. Hinds**, coordinates support across education, health, and social care, and can help families access appropriate services and resources.

Educational Support

Educational Psychologists
Specialist Teachers
Speech and Language Therapists
ECC Inclusion Partner
ECC Engagement Facilitator
ECC Education Access

Health Care Support

General Practitioners (GPs)
School Nurses
Paediatricians
Occupational Therapists
Physiotherapists
Child and Adolescent Mental Health Services (CAMHS)

Family and Social Care Support

- Early Help Services
- Social Care Teams
- Family Support Workers
- Virtual School (for looked-after and previously looked-after children)
- Community and voluntary organisations offering SEND support, e.g.
Essex Family Forum —
www.essexfamilyforum.org
SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) —
www.essexsendiass.co.uk

The **Essex County Council Local Offer** — available at www.essexlocaloffer.org.uk — provides clear, accessible information about education, health, care services, leisure activities, and support for children and young people with SEND. Developed under the *Children and Families Act 2014*, it brings services together in one place, helping families and professionals understand what services are available and how to access them. It is continually developed and reviewed in collaboration with service providers and service users to ensure it remains responsive to local needs and aspirations.

20. Glossary



We know that the language used around Special Educational Needs and Disabilities (SEND) can sometimes feel complex, unfamiliar and just plain confusing.

- This glossary has been created to make that language easier to understand. It explains key words, phrases, and abbreviations that you may come across in this document and/or when discussing your child's learning, support, or progress.
- The purpose of this glossary is to:
 - Help parents and carers feel confident and informed when communicating with school staff and professionals.
 - Promote shared understanding between home and school.
 - Ensure that every family can take an active role in planning and reviewing their child's support.

We hope this guide supports you in understanding the processes, terms, and people involved in your child's education and wellbeing.

If you ever come across a term that isn't listed here or you'd like further explanation, please contact our SENCO, Mrs G. Hindes, who will be happy to [help](#).