

SEND Information Report

Our Vision

At Judith Kerr Primary School, we value every child. We aim for every child to make their best progress and reach their goals in all aspects of their development. We encourage all children to be aspirational, reflective learners whilst recognising their role in our school community. All children access a creative and diverse curriculum that may be differentiated to fit their needs along with benefits of our bilingual provision.

Moreover, we can also provide a personalised 'Life Skills' curriculum for children that have additional needs or EHCPs. At JKPS, we recognise that a happy, safe and secure child feels comfortable to learn and therefore we ensure that all children's emotional, social and academic needs are met allowing them their best possible growth. We promise to nurture and support your child throughout their time with us so they can feel empowered to succeed academically, socially and emotionally, becoming confident citizens in our school environment and then global citizens.

Types of SEN, disability and medical needs

At JKPS we believe that every pupil, regardless of gender, race, learning need or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

Judith Kerr Primary School's SEND Information report is written with full regard to the United Nations Convention on the Rights of the Child.

SEND Information Report

Who are the best people to talk to about my child's progress and Special Educational Needs and/or disability?

	Responsible for:
Class Teacher	• The progress of your child and identifying, planning and delivering any additional help your child may need (this could include things like targeted work or additional support) and informing the SENCo as necessary. • Contributing to children's provision and creating an IEP (Individualised Education Plan) with the SENCo's support. • Ensuring that all staff working with your child in school are supported to deliver the planned work programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, utilising outside specialist help and specially planned work and resources with support of the SENCo. • Ensuring that the school's SEND policy is followed in their classroom and for the pupils they teach with any SEND.
SENCo Sheila Baez (Acting SENCO)	• Coordinating all of the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy in order to ensure that all children receive a consistent, high quality response to meeting their needs in school. • Ensuring that you as parents and carers are: - involved in supporting your child's learning - kept informed about the support your child is receiving - involved in reviewing how your child is progressing in school • Liaising with any other professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc. • Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible. • Monitoring the impact of policies and the effectiveness of provision in the school.

SEND Information Report

	• Working with the Local Authority and External Consultants to implement and monitor our provision.
Head Teacher Patrick Murphy	• The day to day management of all aspects of the school, this includes the support for children with SEND. • The Head Teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met. • The Head Teacher must ensure that the Local Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Champion - ACC Anna Redfern	• Making sure that the necessary support is made for any child who attends the school and who has SEND. • Monitoring the effectiveness of SEND provision in the school.
Teaching Assistants may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parent/carers and Teaching Assistants on how a child's day has been and we do actively encourage this regular feedback.	

What to do if you have concerns about a child.

If you tell us that you think your child has a SEND, we will discuss this with you and investigate - we will share with you what we find and agree with you what we will do next and also what you can do to help your child.

What happens if my child does have a SEND?

The school will follow a graduated approach to your child's learning. It will follow the sequence of Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

SEND Information Report

What are the different types of support or strategies available to support children with SEND?

Quality First Teaching	• The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • All lessons are differentiated (through the actual teaching, the resources or the role of support staff) to meet the needs of your child and the class. • Grouping of ability, mixed and independent work is used to support all pupils. • Putting in place specific strategies (which may be suggested by the SENCO or professionals from outside agencies) to enable your child to access the learning task.
Targeted Intervention and Support	• At JKPS we offer a range of interventions to meet the needs of all pupils requiring additional support with learning, communication, emotional needs and sensory / physical difficulties.
Specialist Services	If your child has been identified as needing more specialist input in addition to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise.

SEND Information Report

	• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or receiving ELSA. • A group or individual work with outside professional. • Further assessment with other professionals when and if appropriate.
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How will I know how my child is progressing in school?

At JKPS your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

- Their progress is reviewed every half term and a National Curriculum level given in reading, writing and mathematics every term.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive 'small steps' assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each Key Stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something that the government requires all schools to do and they are the results that are published nationally. Some children with SEND will be entitled to adjustments when taking the tests. These are called Access Arrangements. A small proportion of children with SEND will meet the criteria to be exempt from the tests altogether. In this situation, the school will carry out individualised end of Key Stage assessments for the student.
- Children on the school SEND register will have an Individual Education Plan (IEP). This has targets set for your child and will be reviewed every term. If your child has an IEP you will be invited to comment on the document when it is sent to you. Additionally, the IEP will also state all interventions your child receives.
- The progress of children with an Education and Health Care Plan (EHCP) is formally reviewed at an Annual Review with all adults involved with the child's education. Annual reviews are statutory for children with an EHCP and must be carried out every 12 months.
- The Leadership team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:

- Reading Journals
- Parents Evenings

SEND Information Report

- Additional meetings as required
- Reports

How is our school accessible to children with SEND?

The school is a three storey building with 2 main staircases; however the ground floor is easily accessible. JKPS is fortunate in being surrounded by a beautiful, mature garden, with many unusual trees, a vegetable patch with a pond, and a wilderness area.

- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- The school has a lift which allows access to all floors.
- JKPS has ramps outside to ensure that wheelchair users can enter and exit the building.
- The school has toilets equipped with grab bars.
- Alternative coloured paper and overlays are available as required for pupils and staff with dyslexia.
- Laptops and iPads are used regularly in classroom learning and to support children who would benefit from the use of electronic equipment to support their learning.
- Writing grips, specialist pencils and alternative scissors are readily available for children to use.

How does Judith Kerr Primary School support pastoral care and care outside the classroom?

At JKPS we work hard to ensure that children are engaged and stimulated during less structured times of day. We have organised games during break and lunchtimes as well as 'quiet spaces' such as 'The Snug' for children that want some time away from the playground.

We also offer ELSA (Emotional Literacy Support Assistant) regularly, where children can access support with recognising their emotions and finding strategies to help them through these emotions. These are small group sessions that innately target the child's area of emotional need with a range of games and stimulus led by an ELSA trained adult. If you feel that your child may be in need of ELSA support, please contact your child's class teacher or the SENCo.

What if I think my child needs more help than the school can provide?

SEND Information Report

If you or the school believe that your child needs more support than the current provision set in place either you or the school can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer. www.localoffer.southwark.gov.uk

Once the request is made Southwark Council must make a decision and communicate with the parent or the school within 6 weeks of receiving the initial request. They will decide whether an Education and Health Care (EHC) plan is necessary to meet your child's needs in school.

What interventions do we offer?

At JKPS, we offer a range of targeted interventions to support children in particular areas. It is common for a child with additional needs to access these interventions to help them move towards their personalised targets. These interventions are run by our Learning Support Assistants/Teaching Assistants and run on a termly basis.

Interventions we offer (to name but a few) include:

- Nessy - a computer-based programme which supports child who are learning to read and write but may find conventional methods counter-productive. All of our dyslexia students from Year 3 and above are invited to join this programme.
- Lego Therapy - this is an intervention designed to support ASD learners and those with social, emotional and communication needs which encourages turn-taking, sharing, following rules and problem solving. These skills promote good communication outcomes.
- Speech and Language therapy (SALT) - SALT is provided by a specialist from the Evelina hospital based at St Thomas'. This happens fortnightly and happens on a 1-2-1 basis or small group. Additionally, they will provide LSAs & TAs with additional resources to hold a personalised intervention in the time between visits.
 - Inner Wings - a charity initiative aimed at supporting building children's confidence. We have previously run this for girls between Year 3-6 who have been identified as having difficulties with their confidence. We are looking to roll this out to more children in the future.

Admissions

If your child has a SEND but does not have an EHC plan, you will need to apply for a school place in the usual way. Admissions to Reception are handled by Southwark through the Common Application Form, which is available online at www.southwark.gov.uk. Admissions at other times are handled through our school office, if you are moving from another Southwark school, or by Southwark, if you are moving from outside the borough. It is useful to make contact with the school's SENCo if your child has a SEND and you are considering a place at Judith Kerr Primary School.

SEND Information Report

If your child DOES have an EHC plan or a statement the Southwark SEN Team (or your borough's team) will co-ordinate your application. You will be contacted for your preferences and sent a paper form to write these on. The Team will approach the schools of your preference on your behalf. You may be invited to a special information event on transfer to primary and secondary school which will explain this process in detail. For more information on this event you can visit our training section.

Where can I find out about what is available locally for me, my family or my child?

Southwark Local Authority has published its own Local Offer which can be accessed via the link below.

www.localoffer.southwark.gov.uk

Contact Details for SENCO: senco@judithkerr.anthemtrust.uk

Date of Report: November 2025

Date to be reviewed: November 2026