**Jolesfield Church of England Primary School**

**Special Educational Needs and Disabilities Information Report**

**What is our vision for inclusion?**

Jolesfield C.E. School is a small mainstream voluntary controlled primary school for ages 4-11. Inclusion is one of the fundamental values of the school as is reflected through our school vision and values:

Jesus said, *" I have come that they may have life and have it to the full."* John 10 v10

We create an inclusive school community where children feel rooted in the knowledge of God's love for all people. We aim for every child to develop a curiosity for learning and celebrate achievement in all its forms, as well as the effort that goes into making progress. The concept of flourishing, linked to 'have it to the full' is rooted in our belief that we all inhabit God's world and he gave it to us to explore and cherish. Therefore, we embrace the full breadth of the curriculum and move beyond in order that our children flourish spiritually, socially, emotionally and academically. As pioneers, children develop a passion for learning, grow in confidence without fear of failure and inspire the adults around them. Our vision is communicated through our school values of:

- kindness
- thankfulness
- teamwork
- positivity
- respect

The school ensures that best endeavours are always made, aiming that every child with SEN gets the support they need. At Jolesfield CE Primary School, we work hard to ensure that all children, including those with SEND, feel safe, included and supported to achieve their full potential.

At Jolesfield C.E. school, our whole school inclusive aims are:

- To provide a rich and varied range of experiences that will encourage all the pupils to become enthusiastic learners, and active participants in all aspects of school life.
- To enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent learners.
- To assist in the acquisition of knowledge, skills and attitudes that will enable all pupils, irrespective of their ability, to achieve their potential and play a full part in subsequent phases of education and adult life.

We recognise that:

- All pupils are entitled to access a broad and balanced curriculum, which should be differentiated to their individual needs.
- Each pupil is unique, and an individual in their own right, and will be given the opportunity to develop at their own rate and in their preferred learning style.
- Pupils will succeed in their learning when they feel confident and their self-esteem is high.
- Additional and/or different support may need to be provided for pupils experiencing difficulties whether academic, emotional, social or physical, through our SEND provision.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language providing the school can meet the child's needs having made all reasonable adaptations. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (please see the separate Admissions Policy).

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

We may identify the need for extra support through:

- Teacher observations and assessments
- Progress tracking and pupil progress meetings
- Concerns raised by parents or carers
- Information from previous settings
- Advice from external professionals

Early identification is important so that support can be put in place promptly. When a teacher is concerned about a child because they are not making satisfactory progress, despite having Quality First Teaching, they raise the issue with the SENDco who offers advice. The child will be put on a watch list for a period of time to establish whether there is a requirement beyond adjustments linked to Ordinarily Available Inclusive Practice. At the end of this, the teacher and SENCo will decide whether they feel the child needs to be placed on the SEN register and have an ILP (Individual Learning Plan). Throughout this process, parents are kept informed and permission is requested before placing a child on the SEN register.

**How will the school support my child?**

We follow a **Graduated Approach** called **Assess–Plan–Do–Review**:

- **Assess:** We identify your child's strengths and needs.
- **Plan:** We agree outcomes and support strategies with you and your child.
- **Do:** Support is delivered through classroom teaching and targeted interventions.
- **Review:** We regularly review progress and adapt support as needed.

Support for children on the SEN register is recorded in an **Individual Learning Plan (ILP)**. Where appropriate, children on an SEN watch list may have an **Individual Support Plan (ISP)**.

**What kind of support is available?**

Support may include:

- Adapted teaching and learning activities
- Visual supports and scaffolding
- Small group or 1:1 interventions
- Emotional regulation and pastoral support
- Support from Teaching Assistants

- Advice from specialist services (e.g. Speech and Language Therapy)

All support is reviewed regularly to ensure it is effective.

Ordinarily Available Inclusive Provision (West Sussex)

**How is teaching adapted for children with SEND?**

Teachers use inclusive strategies such as:

- Clear routines and expectations
- Visual aids and modelling
- Breaking tasks into smaller steps
- Flexible grouping
- Regular teacher check-ins
- Support for emotional regulation

Teachers remain responsible for your child's learning, even when additional support is in place.

**What training do staff receive?**

A comprehensive program of CPD is planned by the senior leadership team to meet the needs of pupils. Where appropriate, external expertise is drawn upon to support this.

Recent training for staff has included:

- Adaptive classroom practice
- Practice to support children with ADHD
- Helen Arkell Dyslexia Friendly Approach
- Supporting sensory needs

**How are parents involved?**

We value strong partnerships with parents and carers. You will be involved through:

- Regular conversations with the class teacher
- Termly review meetings
- Discussions before referrals to external agencies
- Opportunities to share your views and concerns

**How is my child's voice included?**

Where appropriate, children are encouraged to:

- Share what helps them learn

- Talk about what they find difficult, using appropriate communication strategies
- Contribute to reviews and targets

This helps build confidence and self-advocacy.

**What if my child needs more support than SEND Support?**

If your child's needs are complex or long-term, the school may request an **Education, Health and Care Needs Assessment (EHCNA)** from West Sussex County Council. This is done in partnership with parents and professionals.

**What support is available for improving the emotional and social development of pupils with SEN?**

The whole school uses Zones of Regulation and its tools to support the development of emotional literacy, wellbeing and regulation. Staff are trained to identify and support children experiencing difficulties with their emotional or mental wellbeing. Where needs are identified, further support may be offered through:

- Daily Check ins
- Interventions such as Circle of Friends
- Learning mentor sessions
- Drawing and Talking Therapy
- Referrals for additional support such as counselling

**How does the school work with other professionals?**

Referrals for support from other professionals are made by the SENDco and/or a medical professional such as a GP. Parents are always consulted and permission sought before referrals are made. Where a child has an Education, Health and Care Plan, the school liaises with all appropriate agencies including the named case officer in the Local Authority SEN team.

We may work with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Autism & Social Communication Team (ASCT)
- Learning & Behaviour Advisory Team (LBAT)
- School Nurse and CAMHS

**How are transitions supported?**

We support children at key transitions by:

- Sharing information with new settings
- Offering additional visits
- Planning individualised transition support, where needed
- Using resources to prepare children for change such as transition photo booksand social stories
- Collaborating with parents

**How does the school ensure children with SEND are safe and included?**

- The school has an Accessibility Policy (available on school website)
- Anti-bullying procedures are in place
- Staff receive SEND training
- Emotional wellbeing is prioritised
- Procedures are in place for appropriate information sharing with all staff

**Where is the local authority's SEND and Local Offer published?**

The West Sussex County Council 'Local Offer' website is available at https://westsussex.localoffer.org and has a wide variety of services that can be accessed.

**Who can I speak to if I have concerns?**

Concerns can be raised by speaking initially to your child's class teacher. If required thai can be followed by conversations with the school SENDco and finally, the Headteacher. If concerns remain, the school's Concerns and Complaints Policy, available on the school website, explains the next steps.

- **Who should parents contact to ask questions about SEN?**

  The Special Educational Needs and Disabilities Co-ordinator at Jolesfield Church of England Primary School is:

  **Mrs Gayle Grant**
  Jolesfield C.E. Primary School
  01403 710546
  Email: office@jolesfieldschool.co.uk

  **Other Useful Contacts**

  - Headteacher: Ms Vicky Price

  office@jolesfieldschool.co.uk

  - SEND Governor: Mrs Emma Greenland

  office@jolesfieldschool.co.uk

- West Sussex SENDIAS: Independent advice and support service for families

  0330 222 8555

  send.ias@westsussex.gov.uk
- West Sussex Parent Carer Forum: Independent advice and support service for families

  07341 183449

  office@wspcf.org.uk

This report was approved by the governing body of Jolesfield C.E.  Primary School on:

20th January 2026

Signature of Chair of Governors:

S.Crute

Signature of Headteacher:

# V. Price