



SEND Local Offer

Autumn 2025

Review by Autumn 2026

Definition of SEND

The 2014 Code of Practice states that 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 him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age.”

“A child or young person has a learning difficulty or disability if he or she has a **significantly greater** difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.”

A disability is defined by the Equality Act 2010 as ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

The 4 main areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

SEND at TJLS

Thomas Johnson Lower School is an inclusive mainstream school that admits children from 4-9 years. The school is required by law to follow the guidance and statutory requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice (2014). We ensure that all children including those with SEND are treated fairly through policies including:

- SEND
- Equality Scheme
- Accessibility Plan
- Positive Behaviour through values

Our SEND support process involving the Assess – Do – Plan – Review cycles is illustrated on our school website and in our SEND policy.

SENDCo

The school’s Special Educational Needs & Disability Co-ordinator (SENDCo) is Mrs Karen Blythe.

For the purposes of Special Educational Needs, (according to the Special Educational Needs and Disability Code of Practice: 0-25 years), their responsibilities may include:

- Overseeing the day-to-day operation of the school’s SEND policy
- Coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach (the cycle of SEND support) to provide SEND support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents/carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments - Ensuring that the school keeps records of all pupils with SEND up to date.

SEND Policy

The school's SEND policy adheres to the Special Educational Needs and Disability Code of Practice (2014). The current policy can be found on the school website.

All children can expect a fully inclusive, well supported education at our school, some children may need additional support during their time with us and a few children will need more precise, specialist input. Making higher quality adaptive teaching available to the whole class is likely to mean that fewer pupils will require such support.

Central Bedfordshire Local offer

The local authority and schools are required to publish information about services that are available for children and young people with SEN aged 0-25.

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Services include –

- Education services
- Health services
- Educational Health and care plans
- Preparing for adulthood
- Leisure and recreation opportunities
- Arrangements for transport and travel
- Eligibility for specialist services
- Social care services
- Sources of information and support in the area
- Child care, including suitable provision for disabled children and those with SEND
- Arrangements for resolving disagreements and mediation and how to make a complaint

Frequently asked questions:

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

At TJLS children are identified as having SEN through a variety of ways:-

- Liaison with preschools/previous school

- Child performing below age expected levels or make significantly slower progress than their peers
- Concerns raised by Parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician. It is important parents let us know if they have been given a diagnosis
- Monitoring using the Assess-Do-Plan-Review cycle

How will I raise concerns if I need to?

- Talk to us – firstly contact your child's class teacher, they know your child well and will be able to discuss and implement strategies to support your child's needs. They will liaise with the SENDCo if further support is needed.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will oversee, plan, work with my child and how often?

- Our SENDCo oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

Additional support for learning

- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- Support will take the form of small group or 1:1

How are the governors involved and what are their responsibilities?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCo. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

What are the school's approaches to adaptation and how will that help my child?

- All learning within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. This is individually adapted to suit all children and their own starting points.
- As a school we are all inclusive, if your child has a physical difficulty (hearing, sight etc.) we ensure they are able to have access to all areas of the school and curriculum. This does NOT mean that your child will necessarily have an educational need.

How will I know how my child is doing and how will you help me to support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly, especially if your child has complex needs. Please expect phone calls and emails where necessary.
- We operate, when necessary, daily/weekly home / school communication, usually via email or book, so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register they will have a SEND focus Individual Education Plan (IEP) which will have individual / group targets. This is discussed on a half termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve them before the next review date.
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- If your child has an Individual Education and Health Care plan, a formal review will be held annually.
- In addition, the SENDCo offers appointments as part of the Autumn and Spring term parent consultations.

How does the school know how well my child is doing?

- As a school we measure children's progress for learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to their transition into Middle School (year 5)
- Children who are not making expected progress are picked up through Review meetings with the Class Teacher and tracking and assessment manager. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed and the SENDCo will be made aware of support needed.

What support will there be for my child's overall well being? What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. (This is often the school nurse team)
- The school also has an experienced nurture team who run interventions to encourage, develop and respond to individual emotional needs as well as talking to and providing extra care for our more vulnerable pupils.

How does the school manage the administration of medicines?

- Parents need to contact the main office if medication is recommended by Health Professionals to be taken during the school day. If this is something more sensitive please come and talk to the school SENDCo.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive, values based approach to all types of behaviour with a clear reward system that is followed by all staff and pupils (the Positive behaviour policy is available on the website.)
- If a child has behavioural difficulties there are risk assessment and behaviour plans put into place for all staff in school.
- After any behaviour incident the event is logged and recorded in school, when necessary the event is relayed to parents.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head Teacher. If attendance becomes a concern then the school will liaise with the family to put support in place e.g. offering nurture interventions or incentives to attend.

How will my child be able to contribute their views?

- We celebrate each child being able to express their views on all aspects of school and home life. This is usually carried out through whole school assemblies and during direct teaching time in the classroom.
- We also carry out pupil voice questionnaires regularly
- Children who have individual Learning Support Plans are invited to discuss their targets with the teacher or Learning support assistant.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention (JIGSAW); Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists. A list of services is provided on the SEND & Wellbeing pages of the school website and via the link to Central Bedfordshires local offer.

What training have the staff supporting children with SEND had or are currently having?

- In school there are a number of staff that have been trained to deliver a variety of programmes. We are continually seeking to invest in the best support programmes and implement them into school.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with one disabled toilet area large enough to accommodate changing. The school is on one level and has appropriate emergency exit procedures in place.
- We have capacity for installation of a full hearing loop to be fitted in school if and when required.
- The school will, where needed, provide appropriate equipment and resources, such as iPads, coloured overlays, visual timetables, larger font etc.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet relevant staff to them and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school when appropriate.
- When children are preparing to leave us for a new school, typically to go to their middle schools, we arrange additional visits.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then the EHCP review (statement review) will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to children's SEND needs?

- We ensure that the requirements of all children who have SEND are met to the best of the school's ability.
- LSAs are deployed in line with the needs of the children.

How is the decision made about what type and how much support my child will receive?

- The school has a clear SEND Support Process which can be seen in our SEND policy. This forms our Assess-Do-Plan-Review cycle.
- We use the Central Beds Graduated Approach document to inform the type and level of support needed
- This will be through on-going discussions with parents
- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- We have access to screening programmes that identify difficulties in literacy and numeracy skills as well as speech, language and communication difficulties and targets and a support timetable will be put in place for those who need it.
- Children are given an IEP to support with securing skills and knowledge.

- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- We also encourage support at home and working on SEND IEP targets.

How do we know if it has had an impact?

- By reviewing children's targets on IEPs regularly and ensuring they are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing – or they are making progress at the same rate as their peers.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEND register when they have made sufficient progress.
- Holding annual reviews for children with EHC plans
- Monitoring by the SENDCO
- Using pupil voice questionnaires

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns. You can find all staff email addresses on the school website
- You could also arrange to meet Mrs Blythe, the school SENDCO.
- Look at the SEND policy on our website
- Contact the CBC SEND Parent and Young Person Partnership Service on 0300 300 8088
- Contact the SEND support team on 0300 300 8088

Who should I contact if I am considering whether my child should join the school?

- Contact the School Admin office to arrange to meet the Headteacher or SENDCO, who would willingly discuss how the school could meet your child's needs.