



Thomas Jolyffe Primary School

SEND Information Report 2026-2027

SENDCo: Mrs Francesca Wilmot

At Thomas Jolyffe Primary School (TJ) we endeavour to keep the needs of the families that we serve at the heart of everything that we do.
We believe in promoting every possible opportunity to develop the full potential of all children, to enable them to be ***'the best that they can be.'***

Our school is pro-active in its approach to supporting all children, including those with Special Educational Needs and Disabilities (SEND). This document aims to provide parents with all of the information they need to understand how their child's needs will be met by the school, and also by the Local Authority.

How can I let the school know that I am concerned about my child's progress?

First and foremost, speak to your child's class teacher by calling the school office or sending them a message on Class Dojo to arrange an appointment. Teachers will always inform the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and Headteacher of any concerns that you have, and we will work together to ensure that your concern is dealt with appropriately.

How will my child's progress be reviewed and their needs identified?

The SEND Code of Practice states that *'Teachers are responsible for all children's progress including those with SEND'*; Therefore, the class teacher is responsible for assessing your child's progress and this is monitored and reviewed continuously. As part of this, termly pupil progress meetings are conducted with the Headteacher, Deputy Headteacher and SENDCo. During this process, if it is identified that your child is not making expected progress, interventions are planned and delivered to address the barriers to learning. The impact of these interventions is reviewed at the next pupil progress meeting. The next step in the graduated approach is that discussions will take place to plan further assessments of individual need and decide whether a higher level of additional support is necessary. Decisions to seek external advice are explored during these meetings. If your child is assessed to need support that is 'additional to or different from the majority of their peers', consent will be sought from you to allow them to be added to the school's SEND register at SEND Support.

If, despite this level of additional support, and after following recommendations from relevant external specialists, progress continues to be inadequate, a referral for an Education Health and Care Assessment will be considered.

Further information about this can be found in the SEND Policy and through Warwickshire's Local Offer
<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

Conversations will be had with parents throughout this whole process and you will receive a copy of your child's individual education plan (IEP) termly so that you are aware of their targets and the support they are receiving.

How will the curriculum and learning environment be adapted to suit my child's needs?

Our curriculum is carefully adapted to meet the needs of all our children. This is done with carefully considering assessment data and advice from professionals, to ensure learning meets and builds on the child's individual starting point. Some children with SEND need additional adaptations, for example, visual resources such as timetable or task management board, additional phonics support, regular revision or pre-teaching of basic maths concepts. For children with sensory processing difficulties, we are able to complete a sensory screen of the environment to make any necessary adaptations. We have also created additional low arousal spaces and sensory bags for the children to access as needed, and all teachers have received training on Sensory Circuits. .

How will the school prepare my child as they move through phases of education?

Prior to children starting in reception, teachers will visit them in their nursery provision and if needed additional meetings will take place with the school's SENDCo, external professionals and parents. Reception staff will also seek to arrange a home visit for all children. The SENDCo will meet with appropriate secondary staff and additional transitional arrangements are arranged as necessary. When children move to another primary setting or transition to their secondary setting, we will forward on any files containing relevant SEND information.

We recognise that even moving between year groups at school can be unsettling for some children. At the end of each academic year, staff will review the child's current IEP and share this with their new class teacher, as well as ensuring relevant information, including external agency reports, are passed on. A transition booklet may also be produced for the child to take home over the summer holidays. This contains pictures of the new areas of school, new staff, new routines and systems and also allows the child to have individual worries/questions about the new year group answered by the teacher. Please do speak to your class teacher if you feel your child would benefit from one of these. Additional visits to or from their new class teacher as also implemented, if needed.

How will my child engage in the same activities as their peers?

All children work in a variety of groupings in the classroom, including partner work, small groups and larger groups. Children change their learning partners frequently. Tasks are adapted to meet different starting points, but where possible, children will access the same tasks, with different supports to 'scaffold' their learning. All children have an equal opportunity to extra-curricular clubs and activities; reasonable adjustments can be made to ensure participation for all. The school is on ground level with no access restrictions, but the school also works closely with the IDS Physical disabilities team to make adaptations as necessary.

How is the effectiveness of SEND provision monitored?

The SENDCo completes a variety of activities to monitor SEND provision, including observations, learning walks, book scrutinies and individual assessments. She regularly analyses data and talks to class teachers, Teaching Assistants and the children themselves to monitor the progress of children with SEND. This is not just an area analysed by the SENDCo, but the whole of the Senior Leadership Team who strive to ensure that there is not a significant gap in achievement. Teachers scrutinise their own planning, considering the impact of SEND provision and are continually aware of their own class progress, ensuring that their lessons are carefully planned and adapted to meet the needs of all children and where necessary, extra support is provided. Working in collaboration is key. Regular meetings are held with external agencies that work with your child and the governing body are given regular reports and updates about the achievement of children with SEND, to ensure that relevant questions are asked and answered about all vulnerable groups. The SEND Policy is reviewed annually, shared with staff and ratified by the governing body.

Who will support my child?

We have a strong team approach to SEND at Thomas Jolyffe Primary. The school SENDCo holds a Masters in Special and Inclusive education, incorporating the NASENCo (National Award for SEN Coordination) qualification and has years of teaching, SENDCo and Senior Leadership experience within schools. We are fortunate to have a Nurture Team in place within school, supported by the Behaviour Lead and SENDCo, who are on hand to provide bespoke support, along with small group and individual sessions to support children's understanding of emotions, self-regulation and social skills. Staff within school have a variety of experience and have received a range of training to support the children within their classes, including Understanding Autism and Team Teach. Training is also provided by the SENDCo as needs arise throughout school. In 2025-2026, Thomas Jolyffe has also taken part in the PINS (Partnership in Neurodiversity in Schools) Project, which involves accessing a variety of training and support for staff, as well as parent workshops from external agencies.

Where a child has a specific need, such as a visual or hearing impairment or physical disability, bespoke training for staff working with those particular children is provided. When further assessment and support is required for your child, the school works collaboratively with a number of external agencies. These include:

- Educational Psychology
- Warwickshire Speech and Language Therapy Service
- STS (Specialist Teaching Service)
- IDS (Integrated Disability Service) – visual impairment, hearing impairment, physiotherapy, occupational therapy, complex needs
- RISE, which encompasses CAMHS, Primary Mental Health, Mind counselling service
- Mental Health in Schools Team (MHST)
- Compass (including the School Nurse team)

How will my child's social, emotional and mental health needs be supported?

At Thomas Jolyffe, we know that for children to achieve well in their academic subjects, they must feel secure and confident in themselves and build trusting relationships with others. Our PSHE and RSE curriculum, which is taught alongside our Behaviour curriculum, has been redesigned to support all children's personal, social and emotional development needs. We teach children that to be emotionally and mentally healthy it is normal to feel a range of emotions and that no feelings are wrong. Children are taught how our feelings, thoughts and emotions are linked to our physical responses and behaviour, and how our behaviour can impact on the feelings and thoughts of the people around us.

Our PSHE curriculum is delivered across three core themes: Health and Wellbeing, Relationships and Living in the Wider World. All children receive PSHE lessons or Wellbeing lessons and teachers identify any children who require further intervention. In addition to the PSHE curriculum, we deliver small group, or 1:1, social and emotional interventions for children who need more targeted support. As part of the programme of monitoring SEND at Thomas Jolyffe, children with SEND and are included in pupil interviews to gather their views on provision.

Midsummer – Specialist Resource Provision at Thomas Jolyffe Primary School



Midsummer opened in September 2025 and is a Specialist Resourced Provision (SRP) specialising in supporting up to 8 children with Communication and Interaction needs including autistic spectrum conditions and speech, language and communication needs (SLCN).

A Specialist Resourced Provision allows children to attend a mainstream school, whilst accessing specialist provision. The children in Midsummer are very much a part of our school and have access to mainstream classes for certain sessions or parts of the day. This is individual for the child and allows them to have a bespoke curriculum that centres around their individual needs.

Placement in these settings is agreed by the Local Authority Higher Needs Panel. This may be appropriate for a child with an EHC plan or who is undertaking 12 the EHCP assessment process. You should speak to your plan EHCP coordinator at Warwickshire County Council if you think this might be suitable for your child.

