Special Educational Needs and Disabilities Information Report

Minterne Junior School

Academic year 2026 to 2027

Headteacher or Head of School	Miss K Warner
SENCO	Mrs P Spalding
SENCO contact details	Contact No. 01795 472323 Email: senco@minterne.sch.uk
SEND governor	Mrs D. Gower
School address and website	Minterne Junior School, Minterne Avenue, Sittingbourne, Kent, ME10 1SB. Website: www.minterne.org
Approved by and date	Minterne LMC September 2026
Review information	Last reviewed: September 2026 Next review due: September 2027

This report must be reviewed annually and updated as soon as possible if any information changes during the year.

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Introduction

Dear parents and carers,

This SEN Information Report explains how our school implements the OCMAT SEND Policy and supports pupils with special educational needs and disabilities. It describes what families and pupils can expect from the school and how support is identified, planned and reviewed.

It should be read alongside the OCMAT Mainstream Inclusion Strategy. The strategy is broader than SEND provision alone and sets out the Trust's approach to identifying and reducing barriers to learning, participation and belonging. It covers inclusive leadership, early identification, high-quality teaching, provision beyond the classroom, culture and attendance, partnership with families and services, and accessible environments.

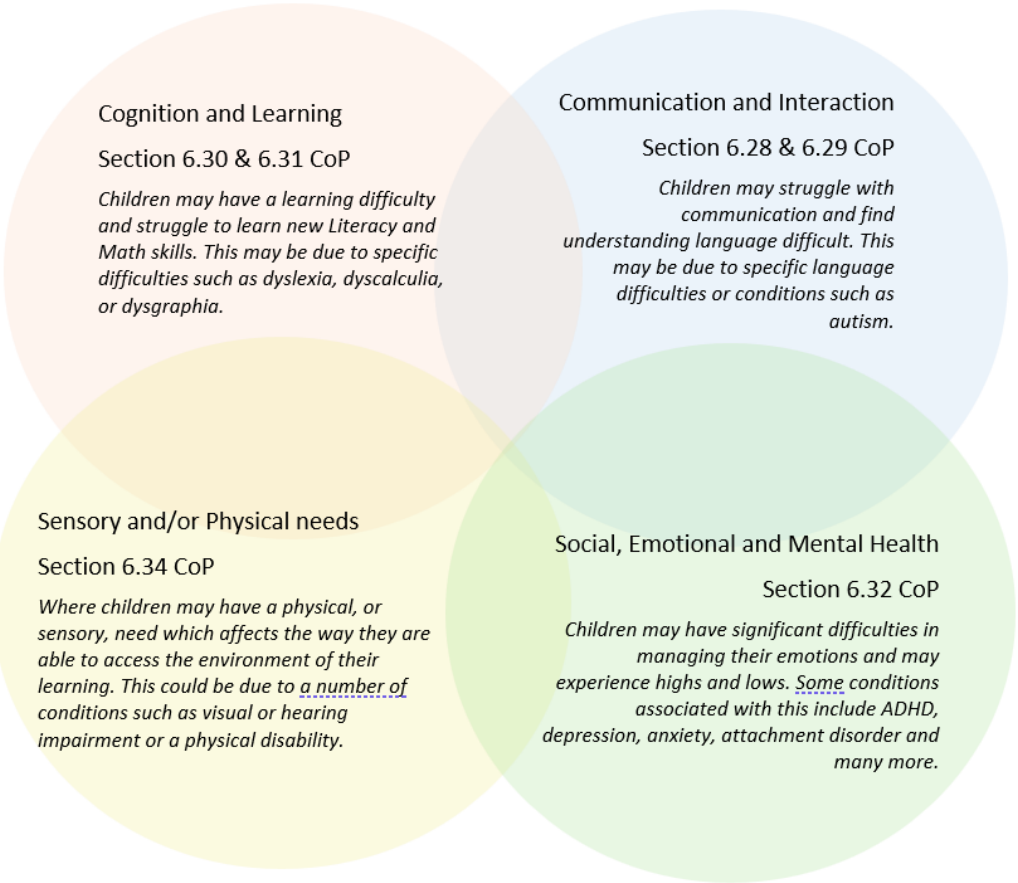
Key trust documents: OCMAT policies | OCMAT Mainstream Inclusion Strategy

The current SEND Code of Practice uses four broad areas of need. A pupil's needs may overlap and may change over time. Our response is based on the pupil's individual strengths, barriers and needs rather than on a label or diagnosis.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1 What types of SEND does the school provide for

Our school is a mainstream primary school. We provide support for pupils whose needs fall within one or more of the four broad areas described in the SEND Code of Practice:



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 them. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age.

Difficulties with learning, attendance, communication, regulation or behaviour do not automatically mean that a pupil has SEN. We consider the pupil in context and gather evidence from several sources before reaching a decision. Support and reasonable adjustments do not depend on a formal diagnosis.

Minterne Junior School includes The Acorn Centre, a Specialist Resource Provision (SRP) for pupils with an Education, Health and Care Plan (EHCP) whose primary need is Speech, Language and Communication Needs (SLCN). The provision offers specialist teaching, targeted speech and language interventions, visual communication approaches and structured support to develop language, communication, social interaction and independence skills. Staff have expertise in supporting pupils with communication needs and work closely with families and external professionals to ensure pupils can access an appropriate curriculum and make progress towards their EHCP outcomes. Pupils are also supported to access mainstream classes and wider school life where appropriate.

SEND Code of Practice 0 to 25 years



2 Which staff will support my child

All staff share responsibility for inclusion and for supporting pupils with SEND. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist professional.

The SENCO

At Minterne Junior School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs. We use a 'team around the child' approach where staff work together to support the needs of our pupils as part of a flexible working team.



Our Special Educational Needs and disabilities Co-ordinator (SENCO)

The named SENCO is Mrs P.Spalding

Mrs Spalding has over 4 years' experience in this role, is a qualified teacher and has worked as Year 5 and Year 3 Lead Teacher previously. She has completed the NPQSENCO award and is also a supporting DSL (Designated Safeguarding Lead). Mrs Spalding is the Emotion Coaching lead for the school and is currently undertaking training to become a licensed Thrive Practitioner, further developing the school's expertise in supporting pupils' social, emotional and mental health needs through the Thrive Approach.

Also, Mrs Spalding recently led the KCC project, PINS2 (Partnership for Inclusion and Neurodiversity in Schools) which included working with Kent PACT (Parent and Carers Together) and setting up Minterne's first parent and carer forum – Chill n' Chat.

Our SENCO is also is trained in the needs-led framework, This Is Me, launched by NHS Kent and Medway and local partners for neurodivergent children and young people, which helps to identify a child's unique strengths and challenges to provide early, practical support in school and at home.

Our SENCO works with the headteacher or Head of School, teachers, support staff, families, pupils, governors, Trust central staff and external professionals. The SENCO advises colleagues, coordinates provision, monitors the impact of support and helps ensure that statutory duties are met.

Teachers and support staff

Teachers plan and deliver high-quality, inclusive teaching and use assessment to identify barriers and adjust provision. Teaching assistants and other support staff supplement, rather than replace, teaching. They are deployed to promote participation, learning, self-regulation and increasing independence.

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Last year all teachers received training on Autism with the AET (Autism Education Trust) Levels 2 & 3, and training provided by STLS (Specialist Teaching & Learning Service) on Precision Teaching. All staff also received medical training for supporting pupils with asthma, allergies and epilepsy.

Some staff received additional external training through the PINS2 project, including training in Makaton, Drawing and Talking and The Happiness Project.

Teachers also received in-house training on a range of subjects, including Language Through Colour, Young Carers, Pre-teaching – STAR vocabulary, geography, maths fluency, handwriting framework, Rosenshine's teaching and learning principles and protected characteristics.

Our Trust continued to support our ECTs (Early Career Teachers) with the Beyond ECT course and OCMAT's Annual Trust Conference also provided teachers with a range of themed workshops to help develop their knowledge to support pupils, including those with SEND.

We have a large team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as Lego Group (social communication), Phonics (CODE and No Nonsense Phonics), Grief and Loss, Sensory Circuits, Fine Motor Skills (Handwriting), Emotional Regulation, Speech and Language provision (SALT targets) and Pre-teach Vocabulary (STAR multi-sensory approach).

This year, teaching assistants received additional training, both in-house and through external providers including Level 2 & 3 AET (Autism Education Trust) training, precision teaching, Drawing and Talking, Positive Handling, Scaffolding for Success, Promoting Ownership, Supporting Behaviour, speech and language – attention and listening, and Little Wandle phonics.

Our FLO has also completed the ELSA (Emotional Literacy Support Assistant) training with KCC.

External professionals and services

Where appropriate, and with the knowledge and involvement of families, the school works with education, health, social care and voluntary-sector professionals. Advice is used to understand need, improve teaching and provision, support families and review outcomes.



- Education welfare officers
- Educational psychologists
- GPs or pediatricians'
- Children and Adolescents Mental Health Service (CAMHS)
- Occupational therapists
- Therapeutic practitioners
- Safeguarding services
- Children's Wellbeing Navigator
- This Is Me practitioner
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language Therapist

3 What should I do if I think my child may have SEND

If you are concerned about your child's learning, development, communication, wellbeing, attendance or participation, speak first to their class teacher or contact the SENCO. You do not need to wait for a diagnosis or assessment before raising a concern.

We will listen to your concerns, share what we have observed and agree appropriate next steps. Raising a concern does not automatically mean that a child will be identified as having SEN. It begins a process of understanding the child and deciding what support may be helpful.

SIGNPOSTS AND PATHWAYS FOR SUPPORTING YOUR CHILD

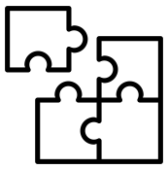


4 How does the school identify and assess SEND

We identify and assess needs through a graduated, evidence-informed process. We look at the pupil within the wider context of their learning and school experience before focusing on a possible area of need.

Information considered may include:

- the pupil's strengths, views, aspirations and experience of school
- family knowledge, concerns and relevant history
- teacher assessment, curriculum attainment and progress over time
- observations across different lessons, times and environments, including structured and unstructured parts of the day
- attendance, punctuality, communication, relationships, emotional wellbeing and behaviour
- prior teaching, curriculum access, reasonable adjustments and strategies already tried
- pupil progress discussions and information from previous settings
- screening or assessment information, where appropriate
- advice from external professionals, where this is needed



The class teacher and SENCO consider whether the fundamentals of communication, attendance, behaviour, curriculum and assessment are secure. They also consider factors such as gaps in prior learning, English as an additional language, disadvantage, trauma, health, family circumstances and attendance. These factors may affect learning but do not, by themselves, mean that a pupil has SEN.

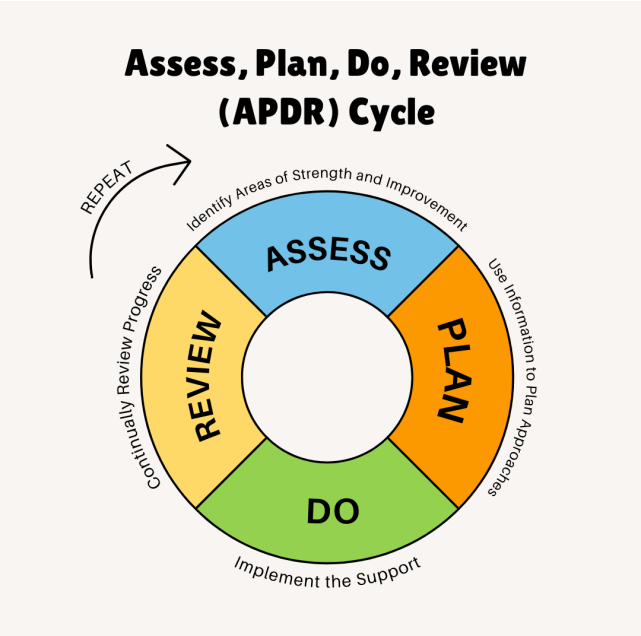
Where a concern remains, the school follows the graduated approach and works with the pupil and family to identify appropriate outcomes and support. Parents and carers will be informed when the school is considering whether their child has SEN and before a pupil is added to the SEN register.

5 How will the school review my child's progress

We use the graduated approach of assess, plan, do and review.

OCMAT schools use 'Insight Assessment' to record and review provision. Where an intervention is used, staff identify a baseline, the intended outcome and suitable measures of impact. Teachers and support staff review provision together, and termly pupil progress discussions help leaders evaluate whether it is making a meaningful difference.

If a pupil has an EHC plan, the school contributes to the statutory annual review process and reviews progress towards the outcomes and provision specified in the plan.



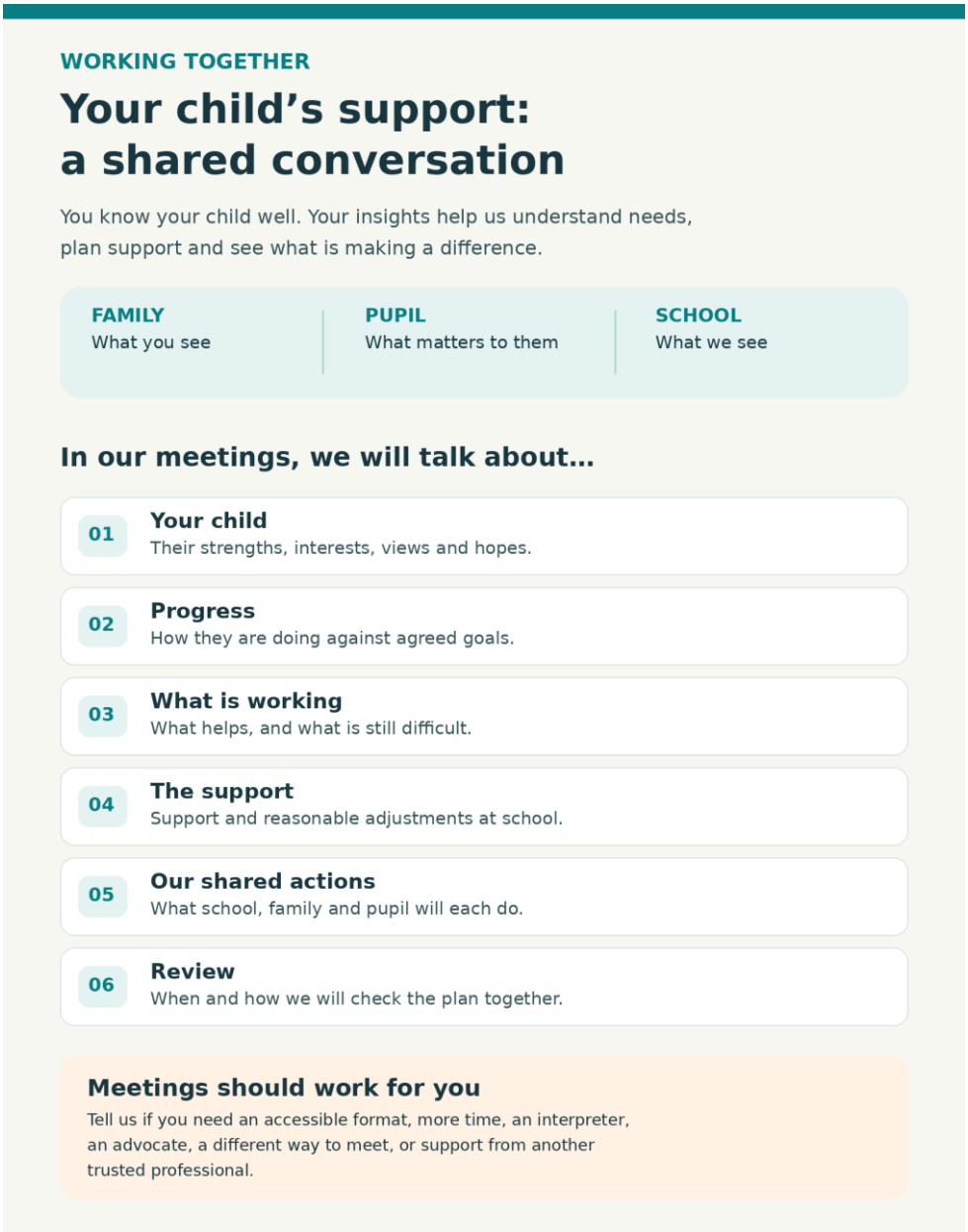
At Minterne Junior School we meet 3 times each year to review pupil's progress. These meetings are attended by the class teacher, senior leaders and our SENCO.

If a teacher identifies that a pupil is experiencing difficulties with their learning, they will first consider whether there are gaps in knowledge or skills that may be affecting progress. Appropriate support and interventions will then be put in place to address these gaps. Most pupils who do not have SEND make expected progress once these gaps have been identified and addressed.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

Personalised plans are compiled for pupils who are on our SEND register (SEN support). Personalised plans are written with the SENCO, Class Teacher and parents, who are invited to feed into the plan along with pupil voice. Plans are reviewed at least 3 times per year and are shared with parents or carers at the end of the Autumn, Spring and Summer terms.

6 How will parents and carers be involved



7 How will pupils be involved

Pupils will be involved in decisions in ways that are meaningful and accessible for their age, communication preferences and individual needs. Staff will not rely on one method of gathering pupil voice.

A pupil may contribute by attending part or all of a meeting, speaking with a trusted adult, completing an accessible questionnaire, using pictures or symbols, creating a drawing, written statement, audio or video, or contributing to a pupil passport. Their views will inform outcomes, support, reasonable adjustments and transition planning.

8 How will teaching and the curriculum be adapted

High-quality, inclusive teaching is the first response to identified barriers. The curriculum remains ambitious, broad and balanced. Teachers adapt teaching, resources and the environment so that pupils can participate, learn and increasingly work independently.

OCMAT schools draw on the Mainstream Inclusion Strategy, the Kent Mainstream Core Standards and the Trust's subject-specific adaptive teaching guides. Adaptations are selected in response to the pupil and the subject rather than applied as a fixed checklist.

Approaches may include:

- explicit teaching and modelling
- carefully selected scaffolds that are reduced as independence grows
- pre-teaching or revisiting key knowledge and vocabulary
- additional processing time and checking understanding
- visual, practical or alternative ways to access and record learning
- adapted equipment, resources, grouping or classroom organisation
- changes to communication, sensory demands or the physical environment
- targeted teaching or intervention that supplements the curriculum

Support staff supplement teaching and are expected to help pupils engage with the teacher, curriculum and peers rather than create unnecessary separation or dependence.

Accessibility Plan: [insert direct school link]

9 How will the school evaluate the effectiveness of its SEND provision

For individual pupils, staff evaluate progress towards agreed academic and wider outcomes, participation in learning, attendance, wellbeing and developing independence. Provision is not continued simply because it has been delivered; its impact is reviewed and decisions are recorded.

The school also evaluates the overall effectiveness of its SEND provision through:

- analysis of attainment, progress, attendance, persistent absence, behaviour and participation
- review of provision and intervention information in Insight
- monitoring of teaching, curriculum access and the deployment of support staff
- pupil and family feedback
- SENCO and senior-leadership monitoring
- subject-leader and pupil-progress discussions
- SEND governor challenge and oversight
- OCMAT seasonal visits, inclusion peer review and school self-evaluation against the seven lenses of inclusion

Findings inform the school's inclusion priorities and School Development Plan. Leaders consider whether provision is equitable, whether barriers have been reduced and whether pupils are more able to participate and succeed.

10 How will the school secure appropriate resources and expertise

The school uses its best endeavours to secure the special educational provision a pupil requires. Decisions about staffing, resources, training, specialist equipment and external advice are based on assessed need, intended outcomes and evidence of impact.

The SENCO and school leaders consider how resources can remove barriers while preserving access to high-quality teaching and the wider life of the school. Where specialist advice recommends equipment, facilities or training, the school considers how this can reasonably be provided, implemented consistently and reviewed.

The school work closely with other local schools, accessing Kent's Local Offer and Communities of Schools. In addition to this, the school access their local Professional Resource Group for support, as appropriate.

11 How will pupils with SEND be included in activities beyond the classroom

We want pupils with SEND and disabled pupils to participate in clubs, visits, residential experiences, sport, performances, leadership opportunities and the wider life of the school alongside their peers.

Staff identify potential barriers in advance and work with the pupil, family and relevant professionals to plan reasonable adjustments. Individual planning and proportionate risk assessment are used to enable safe participation. If a particular arrangement cannot safely or reasonably be made, the school will discuss this with the family and consider suitable alternatives rather than making assumptions based on a diagnosis or category of need.

At Minterne Junior School, we are committed to ensuring that all pupils can access a rich and varied range of opportunities beyond the classroom. We offer an extensive programme of clubs before school, during lunchtime and after school, providing pupils with a wide variety of sporting, creative, academic and interest-based activities throughout the year. All clubs are inclusive and we actively encourage pupils with SEND to participate. Where needed, reasonable adjustments are made to ensure that pupils can access and enjoy these opportunities successfully, for example through additional adult support, adapted activities, visual prompts, pre-teaching or flexible arrangements.

Pupils also benefit from a wide range of enrichment opportunities, including educational visits, residential trips, peripatetic music lessons, Bikeability training, participation in Young Voices, Our Lives News, sporting competitions, themed curriculum days and leadership opportunities. We believe that every child should be able to take part in the wider life of the school and work closely with families to remove barriers to participation wherever possible.

12 How does the school ensure fair admissions

Our admissions arrangements do not discriminate against or unfairly disadvantage disabled pupils or pupils with SEN. Children whose EHC plan names the school are admitted through the statutory EHC plan process. Other applications are considered under the school's published admission arrangements and oversubscription criteria.

The school will not refuse admission because it believes it may be unable to meet a pupil's SEN, except where the statutory EHC plan consultation process permits another decision. Families are encouraged to share relevant information so that appropriate support and reasonable adjustments

can be planned, but admission is not conditional on a diagnosis or on a family providing medical evidence.

Admissions information: [insert direct school or local-authority admissions link]



13 How does the school support disabled pupils

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities. Not every disabled pupil has SEN and not every pupil with SEN is disabled.

The school takes steps to prevent disabled pupils from being treated less favourably and makes reasonable adjustments to avoid substantial disadvantage. The school's Accessibility Plan sets out how, over time, it will:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment so disabled pupils can take advantage of education, facilities and services
- improve the availability of accessible information for disabled pupils

Accessibility Plan: [insert direct school link]

14 How will the school support emotional and social development

We support pupils' emotional wellbeing, relationships, sense of belonging, communication, regulation and participation. Behaviour and attendance are considered within the wider context of need, while maintaining clear and consistent expectations for all pupils.

Support may include trusted-adult relationships, explicit teaching of social and emotional skills, structured support at less predictable times, regulation strategies, adaptations to the environment, pastoral or family-liaison support and referral to appropriate services. Pupils with SEND are supported to contribute to pupil leadership, clubs and wider school life.

Bullying, prejudice and discriminatory language are addressed through the school's behaviour, safeguarding and anti-bullying arrangements. Concerns involving a pupil with SEND are considered carefully so that communication needs, vulnerability and reasonable adjustments are understood.

15 What support is in place for looked after and previously looked after children

The Designated Teacher for Looked-After and Previously Looked-After Children at Minterne Junior School is **Mrs Paula Spalding (SENCO)**. Mrs Spalding works closely with pupils, families, social care professionals and other agencies to ensure that looked-after and previously looked-after children receive the support they need to achieve positive educational and personal outcomes.

Mrs Spalding can be contacted via the school office on **01795 472421** or by email at **senco@minterne.kent.sch.uk**.

The designated teacher and SENCO work together so that staff understand how a pupil's care experience, attachment, trauma, health and SEN may interact without assuming that one automatically explains the other. They coordinate with the pupil, carers, social worker, Virtual School and other professionals as appropriate.

For a looked-after child, the Personal Education Plan, SEN support plan and EHC plan, where applicable, should be consistent and complementary. Provision and use of relevant funding are reviewed against clear outcomes.

16 How will the school support transition and preparation for adulthood

Transitions are planned with the pupil and family and are adapted to individual need. This includes entry to school, movement between classes or key stages, changes in staffing or provision, transfer to another school and transition to secondary education.

Planning may include information-sharing, additional visits, visual or written transition materials, meetings between staff, supported familiarisation, travel or timetable preparation, and opportunities to practise new routines. Information is shared securely and proportionately so that effective support can continue.

Preparation for adulthood begins in primary education. We support pupils to develop communication, self-advocacy, independence, relationships, participation in the community, understanding of their strengths and needs, and the organisational and learning skills needed for the next phase.

At Minterne Junior School, we work closely with our feeder infant school, The Oaks Infant School, to ensure that pupils experience a smooth and successful transition into Year 3. Information is shared between schools, and teaching and support staff liaise to ensure that pupils' academic, social, emotional and SEND needs are understood before they join us.

All pupils are offered transition opportunities, including visits to the school and opportunities to meet key staff. For pupils with SEND, enhanced transition arrangements can be put in place according to individual need. These may include additional visits, personalised transition visuals, opportunities to meet staff in smaller groups, visits at quieter times of the day and tailored support plans. We work closely with parents, carers and external professionals where appropriate to ensure each pupil feels confident, prepared and well supported during the transition process.

We also maintain strong links with local secondary schools and work collaboratively to support pupils as they move into Year 7. Enhanced transition arrangements are available for pupils who may require additional support, helping to ensure continuity of provision and a positive start to the next stage of their education.



17 What support is available to families

Families can contact the class teacher or SENCO for information about school support. Independent information, advice and support is also available through the local offer and SEND information, advice and support service.

Kent SEND Local Offer

Information Advice and Support Kent

Information Advice and Support Kent can provide impartial information and support about SEN support, EHC needs assessments and plans, meetings, disagreement resolution and mediation. Families may also seek advice from national organisations such as IPSEA.

IPSEA

18 How can concerns or complaints be raised

Concerns about school SEND provision

Families are encouraged to raise concerns early with the class teacher or SENCO so that the issue can be understood and, where possible, resolved promptly. If the concern is not resolved, it should be raised with the headteacher or Head of School and then through the OCMAT complaints procedure.

OCMAT complaints procedure

EHC plan and local-authority decisions

Concerns about an EHC needs assessment, an EHC plan or a decision made by the local authority follow different routes. Information Advice and Support Kent can explain rights of appeal, disagreement resolution and mediation.

Disability discrimination

A parent, carer or young person may be able to make a disability-discrimination claim to the First-tier Tribunal (SEND). This is separate from the school complaints procedure.

Complain about disability discrimination

19 Supporting documents

This report should be read alongside the following current documents:

- OCMAT SEND Policy
- OCMAT Mainstream Inclusion Strategy
- School Accessibility Plan
- Equality Information and Objectives (awaiting ratification)
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Attendance Policy
- Complaints Procedure
- Supporting Pupils with Medical Conditions Policy (awaiting ratification)
- Kent Mainstream Core Standards
- SEND Code of Practice 0 to 25 years

20 Glossary

Adaptive teaching: Responsive teaching that maintains high expectations while adjusting teaching, resources or the environment to address identified barriers.

Annual review: The statutory review of an EHC plan, which must take place at least every 12 months.

Assess plan do review: The graduated cycle used to understand needs, plan support, implement it and review its impact.

EHC needs assessment: The statutory assessment used by a local authority to decide whether an EHC plan is necessary.

EHC plan: A legal document describing a child or young person's needs, outcomes and required education, health and care provision.

Intervention: Planned, targeted teaching or support with a clear purpose, intended outcome and review point.

Local offer: The local authority's published information about education, health and social-care provision for children and young people with SEND.

Ordinarily available provision: The inclusive teaching, adjustments and support generally expected to be available from mainstream settings.

Outcome: The benefit or difference that support is intended to achieve for a pupil.

Reasonable adjustment: A change made to avoid or reduce substantial disadvantage for a disabled pupil.

SEN: Special educational needs.

SENCO: Special educational needs coordinator.

SEN support: Special educational provision made through the graduated approach for a pupil with SEN who does not require that provision through an EHC plan.

SEND: Special educational needs and disabilities.

SENDIASS: A service providing impartial information, advice and support to children and young people with SEND and their families.

Transition: A move between classes, phases, schools or other significant changes in a pupil's education or life.

If you need this report in a different format, such as large print, an accessible digital version or a translated copy, please contact the school and we will discuss what would help you access it.