

Northmead Junior SEND

Information Report 2025-2026



Our School

Our School Vision:

“To be a community that empowers every child to meet their unique potential to flourish in life.”

At Northmead Junior School we believe that **every teacher is a teacher of every child including those with Special Education Needs and Disability (SEND)**. Our values for pupils with SEND are the same as those for **all** pupils.

We want all our pupils to achieve, have high aspirations and develop a positive and resilient attitude.

Our expectations are high and we strive to ensure that all pupils are enabled to achieve their full potential.

We take pride in our commitment to deliver outstanding and inclusive educational provision.

We understand that parents know their children best and we want to utilise their knowledge, working closely with parents in supporting children on their learning journeys.

Overview of SEND at Northmead Junior School

There are 352 pupils on roll at Northmead Junior School (Dec 25) Northmead has a COIN centre providing 15 spaces for pupils with an EHCP for communication and interaction needs.

Pupils on the SEND register Including COIN Centre		Pupils with EHCPs Including COIN Centre	
National Average	Northmead Junior	National Average	Northmead Junior
18.4%	24%	4.8%	11%

At Northmead School, 24% of children are on our SEND register.

These include children with Autism Spectrum Condition and/or ADHD diagnoses, a medical diagnosis, learning difficulties and communication delays.

All children are provided for, and their provisions are adapted appropriately to their needs. This document reports Northmead Junior’s provision for children with additional and Special Educational Needs and Disability (SEND).

It outlines the support which all schools are required to implement as stated in the SEND Code of Practice. The report can be read alongside the school’s SEND Policy, which is made available on the school’s website.



Special Educational Needs

Definition of Special Educational Needs/Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ✓ *Has a significantly greater difficulty learning than the majority of others of the same age, or*
- ✓ *Has a disability which prevents or hinders them from making use of facilities provided within a mainstream setting.*

At Northmead Junior School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	<p>Cognition and Learning</p> <p>Specific learning difficulties (SpLD) e.g. dyslexia, dyspraxia & dyscalculia.</p> <ul style="list-style-type: none"> • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD)
	<p>Communication and Interaction</p> <p>Speech language and communication difficulties (SLCN)</p> <p>Autism Spectrum disorder (ASD)</p>
	<p>Social, Emotional, Mental Health</p> <p>Attention deficit hyperactivity disorder (ADHD)</p> <p>Attention deficit disorder (ADD)</p> <p>Mental health difficulties such as: anxiety, depression, self-harm, low self esteem</p>
	<p>Sensory and Physical</p> <ul style="list-style-type: none"> • Medical needs • Hearing impairment • Visual impairment • Multi-sensory impairment • Physical impairment • Sensory processing disorder



Meet our Inclusion Team



Our SENDCo **Mrs. Jo Heicks**

If you would like to contact Jo, please call the school on 01483 529970 or send an email to: Jo.heicks@northmead.surrey.sch.uk
Jo's working days are Monday – Thursday



Our SENCo Assistant **Ms. Emma Nicholson**

If you would like to contact Emma. please call the school on 01483 529970 or send an email to: Emma.nicholson@northmead.surrey.sch.uk
Emma's working days are Monday, Thursday, Friday (mornings) Tuesday and Wednesday (all day)



Our Home School Link Worker **Miss Jackie Wells**

If you would like to contact Jackie, please call the school on 01483 529970 or send an email to Jackie.wells@northmead.surrey.sch.uk
Jackie's working days are Monday, Tuesday, Thursday and Friday



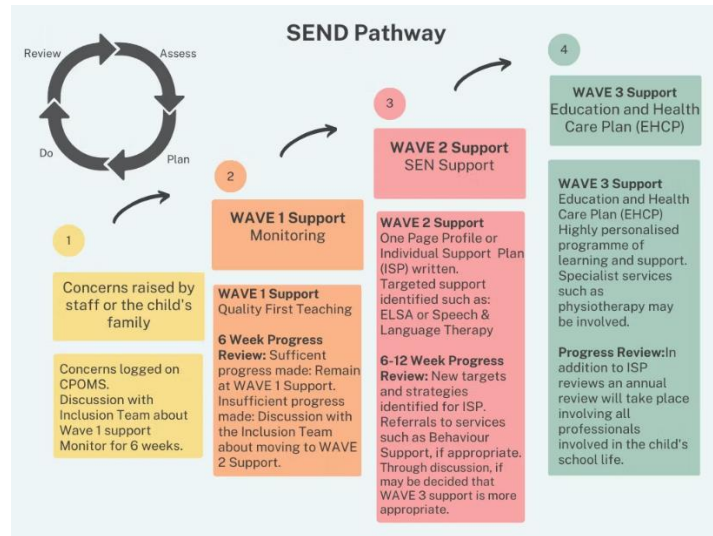
Our ELSA **Mrs Alison Maeer**

If you would like to contact Alison, please call the school on 01483 529970 or send an email to alison.maeer@northmead.surrey.sch.uk
Alison's working days are Tuesday-Friday



Identifying and Assessing Need

At Northmead Junior we work closely as a team and if staff or parents have a concern about a child, they will be placed on the monitoring register and we begin to follow our SEND Pathway using a Graduated Response approach of 'Assess, Plan, Do and Review'.



Pupils are identified as having a Special Educational Need if they do not make adequate progress with quality first teaching and access to Wave 1 support or who have a specific diagnosis from education or health professionals.



Our approach to teaching children with SEND

Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.

When appropriate, staff are deployed to provide children with additional interventions in small groups outside the classroom, or to provide one-to-one support to work on specific targets.

We use the [Surrey schools Ordinarily Available Provision booklet](#) guidance produced by the Local Authority to complement our teaching and evidence based strategies such as the [EEF five a day approach](#) to support our learners to succeed.

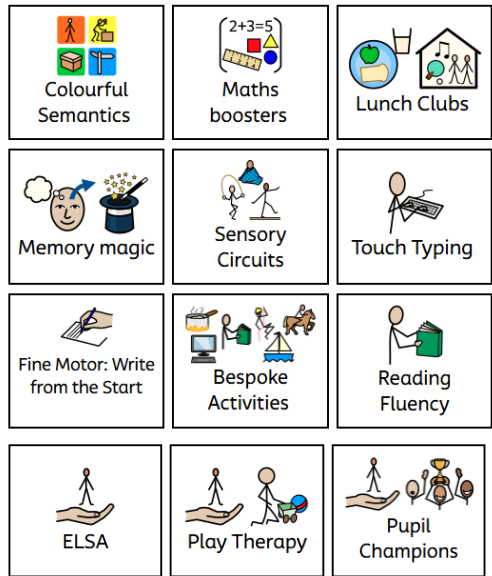


Interventions

At Northmead we offer a range of interventions depending on the needs of pupils.

Interventions can include:

<p>Social communication</p>	<p>Speech and Language</p>	<p>Outdoor Learning</p>
<p>Nurture Groups</p>	<p>LEGO Therapy</p>	<p>Phonics catch up</p>



Interventions run for a set period of time depending on the nature of the support.

Impact of this provision is evaluated and impact measured as part of the review process.

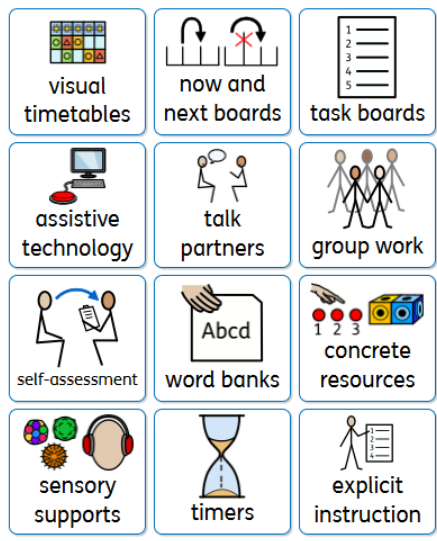
Please refer to the Whole School Provision Document on our website.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We are continually adding to our toolkit of strategies through partnership work with external agencies and training.

Some of the strategies that we use include:





Parent Consultations

At Northmead Junior School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We have an “open door” policy and encourage parents to meet with us regularly. Jo and class teachers are also available at parents’ evenings to discuss any concerns.

We host at least three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision, direct parents to training courses or support groups and offer opportunities to meet up with outside agencies.

For children who have an ISP (Individual Support Plan), these will be shared with you at each parents’ evening. These meetings are used to celebrate your child’s learning, looking at the progress they have made, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

In addition to this, parents of children with Education, Health and Care Plan, SEN Support Plan or those requiring specialist support (over and above what is ordinarily available) will be invited in for further meetings throughout the year to review their plans.

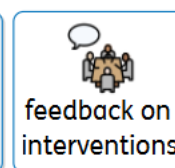
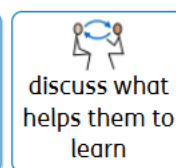
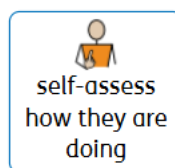
During the year a parental questionnaire is also sent out to gain views on the school and the SEND provision.



Pupil voice

Pupil’s views are very important; they have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school.

Pupils are given regular opportunities to:



Evaluating provision

We are constantly reviewing and evaluating our SEND provision. We do this through:

- Reviewing progress in SLT meetings and discussing next steps.
- Discussing and share ideas in staff meetings to ensure up to date research and policies are in place.
- Identifying training needs and offering regular in house and external CPD opportunities to staff.
- Reviewing children’ individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children’s baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENCO and Inclusion team
- Using a tracking tool to update targets and measure progress.
- Holding termly reviews alongside parents' evenings
- Holding annual reviews for children with Education Health Care Plans.
- Working with professionals within Learning Partners Academy Trust and external professionals to monitor provision.


















Staff training

At Northmead, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.

The senior leadership team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the areas listed below. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

 Understanding Autism	 Speech and Language	 ELSA
 Nurture UK	 LEGO Therapy	 Phonics and Reading
 Colourful Semantics	 Using Visuals to support learning	 Understanding ADHD
 Memory magic	 Sensory Circuits	 Understanding Behaviour
 Literacy for All	 Sensory and physical needs	 Relational Practice



Transition Support

End of Year transition

When children move up a year, we provide transition booklets which include photos of the teacher, TA and classroom environment. We hold at least 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Handover meetings are held during the summer term to discuss the needs of all children. ISPs are shared with new teachers to ensure the needs of pupils are met and that transition is smooth.

Transition to KS2

We liaise closely with the infants' schools from where our Year 3 children will be transferring.

This includes: meetings with Year 2 class teachers to discuss the academic and emotional needs of each pupil, the SENDCo meeting SENDCo's of feeder schools to discuss individual needs and to receive relevant paperwork and the home school link worker discussing pupils who have been seen by the home school link worker in their previous setting.

Alongside this, the SENDCo attends Year 2 annual reviews of children with EHCPs transferring to our school.

Year 3 staff visit pupils in their Year 2 classes to introduce themselves. This is followed by two visits to Northmead by pupils.

Vulnerable pupils are offered additional visits and receive transition booklets with photos of relevant adults, their new class room and relevant areas of the school environment.

Parents are invited to an evening meeting in the July prior to their child joining us. We encourage parents to introduce themselves to their child's teacher on this occasion and discuss any concerns about transfer. There is a second parents meeting in the Autumn term, providing an opportunity to further discuss any issues.



Transition to KS3

We liaise closely with the secondary schools that our Year 6 pupils will be transferring to.

This includes class teachers meeting with the head of year for each school and the SENDCo meeting with each SENDCo to pass on information and paperwork.

All pupils also attend visits to their new school.

We participate in the STIPS 'Aspire' programme to enable effective information sharing on children with SEND or additional vulnerabilities

	<p>Mid-Year new starters</p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.</p>
 <p>Outside agencies</p>	<p>We work with the following agencies to provide support for children with SEND:</p> <p>STIPs (Specialist Teachers in Practise) Freemantles Autism Outreach Service Pond Meadow Outreach and staff training Surrey school-based Speech and Language service Surry Educational Psychology Service Occupational Therapy Physiotherapy Physical and Sensory Support Barnardos NAS Surrey Branch Paediatricians and specialist nurses Primary Mental Health Mindworks Matirx Guildford Petra Hoffman- Play Therapy</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will share their advice with you.</p>
 <p>Clubs and trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips and to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, classroom monitors etc. No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>



Surrey Local Offer

[Surrey Local Offer](#) web pages provide information on education, training and support, for children and young people with special educational, and disability needs, and their families and practitioners.

The Local Offer team are available to signpost you to services and events or to address any queries relating specifically to the Local Offer website. Please contact them by:

Email: localoffer@surreycc.gov.uk
Completing an online enquiry form
Telephone: 0300 200 1015