

# Special Educational Needs and Disabilities Information Report

Spring 2026



**Shottermill  
Junior School**

Questions	School Response
1a. How does the school know if a child needs extra help?	<ul style="list-style-type: none"> <li>• When your child arrives at Shottermill Junior School we look at entry information from their previous school. Prior information may help inform us which children need extra help. For those pupils coming from Shottermill Infant School, we spend time assessing pupils before they start at the Junior School in order to have a clear idea about what support may be needed.</li> <li>• Pupils' progress is tracked closely by class teachers and overseen the Senior Leadership Team, including the SENCo. This highlights any child not making expected progress.</li> <li>• Class teachers and Learning Support Assistants (LSA's) closely monitor children's Communication &amp; Interaction, Cognition &amp; Learning, Social, Emotional &amp; Mental Health and Sensory &amp; Physical needs in class and around the school to identify any changes that may highlight the need for additional support in any, or all of these 4 areas of need.</li> <li>• Parents approach the school if they are concerned about their child.</li> </ul>
1b. What should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> <li>• In the first instance, speak to the class teacher about any concerns that you may have. They will suggest a course of action and share what is available as part of our Ordinarily Available Provision (OAP). This link details what support is offered at Shottermill Junior School and all mainstream schools in Surrey <a href="#">Ordinarily Available Provision</a></li> <li>• If you still have concerns, parents can make an appointment with the SENCo, Zoe Jones, by emailing: <a href="mailto:senco@shottermill-jun.surrey.sch.uk">senco@shottermill-jun.surrey.sch.uk</a></li> <li>• Parents/carers should notify the class teacher of any changes that may affect their child's learning or behaviour, including any external support they are receiving, such as occupational therapy or mental health/wellbeing therapies.</li> </ul>
2. How will school staff support my child?	<p><b>Assess, Plan, Do, Review cycle</b></p> <p>When a child is placed on the Special Educational Needs and Disabilities register, they will be given in school support called 'Special Educational Needs Support' or SEND Support. The school will begin a cycle of Assess, Plan, Do, Review</p>

in order to regularly monitor the provision for the pupil and so that it is tailored to their individual needs. See SEND Policy for more detailed information on the Assess, Plan, Do, Review cycle.

A 'One Page Profile' is written with the child, detailing the kinds of things they find difficult and how to support them in school. This information is shared with teachers and LSAs.

#### **What does support look like?**

Provision for children with special educational needs is a matter for the whole school. The Governing Body, the school's Headteacher, the SENCo and all other members of staff, particularly Class Teachers and Learning Support Assistants, have important day-to-day responsibilities. All Teachers are teachers of children with special educational needs. We endeavour to ensure that Teachers are able to identify and provide for those pupils with special educational needs, allowing them to fully integrate in all school activities together with pupils who do not have special educational needs. We are committed to providing training and professional development to all staff to ensure they are fully skilled in creating an inclusive learning environment.

School SEND support takes many forms. It could include:

- a programme of support for a specific area of learning, such as a reading intervention or Speech & Language therapy work
- additional support from an LSA or teacher
- small group work
- support for emotional wellbeing, such as the ELSA intervention
- pre-teaching and overlearning to help support children remember and recall what they've learnt
- alternative learning environments, such as The Den, Nurture Room or Zoom Room
- adapted curriculum
- individual reward systems
- alternative play opportunities, such as lunch clubs.

**Specialist SEND Support:** For children who, despite some intervention, are still struggling, increasingly individualised programmes of work are planned and delivered to help minimise performance gaps. Outside school, specialist support may be needed to help inform the 'assess, plan, do, review' process.

- When we are concerned about a child's progress, we will write a provision map detailing the personalised targets and provision for the term ahead. These are reviewed termly during their Target Review meeting.
- In some circumstances, access arrangements can be provided for children taking formal tests, such as SATs.
- We also liaise with outside agencies who can provide specialist guidance to staff working with children (see Qu.6).
- For pupils with a disability, we work with the Physical and Sensory Support Service to help us provide equipment and make any adaptations to the environment to enable inclusion in all aspects of school life.
- Some children with a disability or health condition, such as diabetes, will have an individual health care plan written by health professionals in collaboration with school staff and parents/carers. The health plan states

	<p>the needs of the individual and what care they will need. It is updated regularly to reflect the current needs of the pupil.</p> <ul style="list-style-type: none"> <li>• Appropriate risk assessments are carried out in plenty of time to ensure that children with Special Educational Needs and/or disabilities are able to access trips and residential visits.</li> </ul>
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> <li>• We have a commitment to equal opportunities and wherever possible, we plan learning experiences that are fully inclusive of all pupil needs.</li> <li>• We ensure, through a process of assessment and careful transition of key information, that children's individual needs are fully understood and catered for.</li> <li>• There are a number of ways that we adapt the curriculum for children and we use a range of access strategies, including multi-sensory teaching approaches, use of manipulatives and other resources such as visuals, use of additional adult support and focus groups within classrooms.</li> <li>• We use target setting to help children know what they need to focus on and improve.</li> </ul>
<p>4. How will both the school and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• Parents and guardians are invited to attend a Consultation Evening in the Autumn and Spring term to meet with the Class Teacher.</li> <li>• The end of year academic report to parents and guardians, communicates how well children are progressing in relation to their age related expectations and the targets they have been working on.</li> <li>• For children on the SEND register, we provide a provision map termly, detailing the personalised targets and provision for the term ahead. These are then reviewed at the end of the term and parents can see how well their child has progressed. Parents are invited to attend a termly Target Review meeting with the SENCo and their child's class teacher.</li> <li>• Year group Parent Information Sessions also provide information on how parents can support learning at home. Workshops for parents are another way in which teachers demonstrate various learning activities.</li> <li>• Parents are encouraged to speak with their child's Class Teacher if they have any concerns at any point during the term.</li> </ul>
<p>5. What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> <li>• We believe children learn best when they are happy and well supported and we pride ourselves on our caring, inclusive, resilient school community.</li> <li>• Our Core Values: <b>Respect, Trust, Love of Learning, Communicating, Creativity</b> and <b>Excellence</b> underpin all that we do.</li> <li>• Key policies available on our school website include: Child Protection, Behaviour, Anti-Bullying, Equality Objectives, Attendance and the SEND Policy.</li> <li>• Our Home School Link Worker supports families across both the Infant School and our school to help aid effective transition. A referral can be made by either staff or parents, to help children who may need support with their social and emotional development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Shottermill Juniors are proud to hold the Healthy Schools award which shows a commitment to supporting the emotional and physical wellbeing of all children and adults in the school community.</li> <li>• Regular opportunities for personal, social, health, education are planned into the curriculum. We follow the 'Jigsaw' curriculum for PSHE.</li> <li>• We have three Emotional Literacy Support Assistants (ELSA) who work with children who may be experiencing a high level of emotional need. Referrals can be made to the Child Wellbeing Practitioner at Mindworks if the need for extra help is identified.</li> <li>• We have two dedicated nurture rooms where children feel more comfortable to talk about their feelings.</li> <li>• Children are encouraged to bring a healthy, fruit snack to school daily and have access to drinking water throughout the day to keep well hydrated.</li> <li>• We know that for some children, break and lunch times are difficult times of the day, as they are not as structured as the rest of the school day. Some children may need a personalised programme for break and lunch times to help them with this. We offer lunchtime clubs on three days a week. Some of our paid clubs also run at lunchtime, which children may like to join.</li> <li>• Our school Breakfast club is run by one member of staff with ELSA training and gives the chance for children to have a positive, nurturing start to the day.</li> <li>• On a Friday afternoon, all children participate in 'Extra Curricular Activities' (ECAs). These give children the chance to try something new, develop social skills, find ways to be more mindful and develop different skills. They are an important part of developing pupil's wellbeing.</li> <li>• There are opportunities to take part in sporting competitions with local schools in a range of sports.</li> <li>• We have an open door policy and are always keen to hear from parents/carers who feel their child is struggling in any way. We always look for ways to help overcome worries, for example, providing a 'meet and greet' if children are worried about coming in to school and parent workshops regarding anxiety.</li> </ul>
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• The SENCo is a key resource for both families and staff in school.</li> <li>• Tutors and Learning Support Assistants are available to provide children with 'catch up' sessions, and additional specialist support as required.</li> <li>• Outside agencies who regularly work together with us in school include: our school nurse, Speech and Language link therapist, Occupational Therapy, Surrey Teachers for Inclusive Practice (STIPs) team, REMA, Educational Psychology, Mindworks Wellbeing Team, Physical &amp; Sensory Support Service and Freemantles Outreach. We also work in partnership with the Educational Inclusion Officer (attendance) as well as Children's Services (Safeguarding).</li> <li>• All pupils are taught by subject-specific teachers for music, art, French and some PE lessons.</li> </ul>

<p>7. What training have the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none"> <li>• The school takes professional development of all staff seriously and wherever possible, teachers come together with Learning Support Assistants to ensure better partnership working across the team. Most recently, the school has undertaken the following training, although this list is not exhaustive and not all members of staff have completed all training: <ul style="list-style-type: none"> <li>- Safeguarding and Child Protection</li> <li>-SENCo holds the PGCiPP SEND award 2014</li> <li>-ELSA</li> <li>-Speech and language e.g. Colourful Semantics, ELKLAN, Expressive &amp; Receptive Language</li> <li>-Supporting Vulnerable Pupils</li> <li>-Literacy For All</li> <li>-Zones of Regulation</li> <li>-Neurodiversity including Pathological Demand Avoidance</li> <li>- Senior Mental Health Lead training</li> <li>-Teaching of swimming qualifications</li> <li>-Engagement for Learning (STIPs team Engaging Classrooms training)</li> <li>-Adverse Childhood Experiences (ACEs)</li> </ul> </li> </ul>
<p>8. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>• We have a commitment to equal opportunities and wherever possible, we plan learning experiences, both in and out of school, that are fully inclusive of all pupil needs. If a pupil cannot access an activity even with adaptations, a similar activity is offered.</li> <li>• Risk assessments are undertaken on all aspects of the activity to consider hazards posed to themselves and others. Appropriate support is provided by staff who are most familiar with the child's needs.</li> <li>• After school clubs, ECAs and other extra-curricular activities are also available and all children are welcome to attend these.</li> <li>• The school currently offers a residential trip for children in Year 4 and Year 5. Help is available for parents or guardians who may require assistance with paying for school activities.</li> <li>• Parents are always included in discussions regarding how their child can best access trips to ensure their child has the best possible experience, alongside their peers.</li> </ul>
<p>9. How accessible is the setting school environment?</p>	<ul style="list-style-type: none"> <li>• We have a lift from reception to the hall and from the hall to the library, which allows those with limited mobility to access all ground floor classrooms with step-free access. We have a lift outside making the Astro pitch and swimming pool area accessible. There are handrails on each set of steps.</li> <li>• Disabled toilets and a shower is available. The disabled toilet has a drop down changing bed and a hoist.</li> <li>• We have a hoist system to enable disabled access to our swimming pool.</li> <li>• A ramp outside the back of our school building means that both playgrounds are fully accessible to pupils with mobility issues.</li> <li>• Translators, particularly for access to tests, are available by prior arrangement.</li> </ul>

	<ul style="list-style-type: none"> <li>• We invite parents and guardians to visit our school to help us assess any additional support or requirements needed for their child to best access learning and the whole school environment.</li> </ul>
<p>10. How will the school prepare and support my child to join the school, transfer to a new setting / school or the next stage of education and life?</p>	<ul style="list-style-type: none"> <li>• The school has a thorough transition process both in Year 2/3 and Year 6/7 - as overseen by the year groups teachers, SENCo and Headteacher.</li> <li>• The SENCo visits the infant schools of the vast majority of incoming pupils and meets with the SENCos to share key information and ensure effective transfer of existing pupil data and knowledge.</li> <li>• Additional support groups are offered for individuals who may need extra help with transition, e.g. extra visits to the school before joining in Y3, coffee morning sessions at local secondary schools for pupils with SEND.</li> <li>• Parent information sessions in the summer term explain the school's routines and procedures to new joiners. These are available to all parents.</li> <li>• Transition days are organised throughout the year to familiarise children with their new setting.</li> <li>• Home School Link Worker and Office Staff signpost and support families with the procedures for applying for a new school.</li> <li>• The SENCo attends an ASPIRE transition session to share information for pupils moving to a Surrey Secondary School.</li> <li>• Our ELSAs lead transition sessions for individuals who may need extra help to prepare them for moving to their new secondary school.</li> </ul>
<p>11. How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> <li>• The school receives an allocation of funding to support children's learning and development in school.</li> <li>• Specialist intervention or resources support individuals according to their needs. Details of the range of provision on offer at our school are included in the SEND section of our website.</li> <li>• Interventions are costed and evaluated for impact to ensure the best learning outcomes for the children and the best value for money. Provision is monitored regularly by staff and Governors.</li> <li>• If we identify an area of need requiring further support across the school, e.g. improving fine motor control/handwriting, we allocate time and funding towards staff training and resources to make improvements in this specific area.</li> <li>• If a child has an EHCP, the additional funding received is used to put in place the provision listed on their plan.</li> <li>• Staff adapt in response to the needs of the children, e.g. an LSA may move class or year group mid-year if the needs of a particular child or group of children require a greater or lower amount of support as time goes on.</li> </ul>

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

- The SENCo takes a lead on coordinating and overseeing the support provided to children. They work in partnership with children, parents, class teachers and outside agencies to determine what type and how much provision is put in place. This relates directly to the needs identified and how these needs affect the child's access to the curriculum.
- Not all pupils receiving support will be on our SEND register if the support in place falls within our Ordinarily Available Provision, e.g. phonics groups.
- Provision is monitored through termly Pupil Progress meetings and on individual pupil Provision Maps.
- There may be concerns, underpinned by evidence, that the child, despite having access to a fully differentiated curriculum and Universal teaching:
  - makes little or no progress even when teaching approaches are targeted in a particular identified area of weakness
  - has difficulty in developing literacy and mathematics skills which also results in poor attainment in other curriculum areas
  - presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed in the school
  - has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
  - has communication and/or interaction difficulties and responds little to implemented strategies
  - is falling further and further behind national expectations and his or her peers.
- Care is taken to identify whether the child's lack of progress is a result of a gap in learning, which can be overcome by short term targeted interventions; a developmental delay which may be naturally remedied as the child matures; or a special educational need which requires focused provision.
- Where progress is not adequate and the teacher identifies the child as having SEND, parents are informed and the child's name is added to the SEND Register. This raises awareness of the child's needs, helps provide consistent and targeted interventions and allows the school to plan efficiently.
- All interventions will have planned outcomes and take place for set periods of time so that progress can be measured. If an intervention is found to be failing with a particular child, then an alternative will be put in place to address the specific need or barrier to learning. The amount of additional support given will depend on the individual needs of the child.
- If a child has an Education, Health and Care Plan (EHCP) we hold statutory Annual Review meetings once a year where all those who work with the child provide information on their progress towards outcomes. Parental/carers views are also sought about how they think their child is doing and what other support they think their child may need. Suggestions are made during the meeting if it is felt that the level or type of provision needs to change.

<p>13. How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> <li>• We promote a two-way process of communication and parents can contact the school to arrange meetings.</li> <li>• Teachers are always open to discussing with parents how to support the child’s learning in school and at home.</li> <li>• We strongly encourage parents to let us know of anything that may impact their child’s ability to learn at school.</li> <li>• Parent Information Sessions, Consultation Evenings, involvement with the PTFA or Parent Forum and regular opportunities to come into school and find out how well their child is progressing in all aspects of the curriculum are provided. Our SEND Parent Partnership Group provides opportunities to share information so that we can continue to make improvements for pupils with additional needs.</li> </ul>
<p>14. Who can I contact for further information</p>	<ul style="list-style-type: none"> <li>• For further information on Special Educational Needs provision at our school, please ask to speak with the SENCo, Mrs Zoe Jones.</li> <li>• All pupil admissions (including SEND admissions) to the school are treated equally and we are inclusive of a wide range of needs. If a child has a specific educational need or disability, we would strongly advise parents to visit the school to see how we would be able to work with you and meet the needs of your child. Appointments can be made via the school office.</li> <li>• Information regarding Surrey’s Local Offer can be found here <a href="#">Surrey Local Offer</a> and additional advice for parents of children with SEND can be found here <a href="#">SEND Advice Surrey</a></li> </ul>

**What do our children think? Here are some quotes from our Year 6 Leavers!**

'Even if I get something wrong, the teacher would deal with it kindly.'

'Teachers here are on your side; they are here to help you.'

'We love Art at Shottermill Juniors because you get to go into a special Art room. It is unique, and different from other rooms.'

'People notice if you are upset'

'Music is so relaxing and I love the fact we learn about different cultures, and make up our own songs.'

'I used to not get maths but being in a smaller group helped me.'

'The teacher in my drama ECA really encouraged me.'

**Here is what some of our parents have said about the SEND support their children have received:**

'Every year, each teacher thought about how to make things better for my son.'

'The school makes my child feel accepted for who she is.'

'Thank you for all the extra time and help my child has received over their time at Shottermill.'

'We have been blown away by the support our child and us have had in identifying their needs and ensuring they can access the curriculum. We feel confident that they have had the best support possible throughout SJS, particularly from their LSA and in the smaller maths and English groups.'

'The school provides an excellent SEN provision for children, I have been very happy.'