






Kents Hill

Junior School

Special Educational Needs and Disabilities School Information Report

September 2025

Kents Hill Junior School
Academy Status
Kents Hill Road
Benfleet
Essex SS7 5PS

<p>Our School</p>	<p>Our School Vision At Kents Hill Junior School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.</p> <p>September 2024 Information</p> <p>Kents Hill Juniors currently has 341 children on role (September 2025). 17% of our pupils have Special Educational Needs or Disability (SEND), this is in line with the national average of 18.2%.</p>
<p> Meet our SEND Team</p>	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>The Executive SENDCO is Ms Marable.</p> </div> <div style="text-align: center;">  <p>The Assistant SENDCO is Miss Chaney.</p> </div> </div> <p>If you would like to contact the SEND Team, please call school on 01268 792133 or email SENTeam@kentshill-jun.essx.sch.uk</p>



Special Educational Needs

At Kents Hill Junior School, we support children with a variety of differing special educational needs, 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 practice 2014:

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



Identifying and Assessing Need

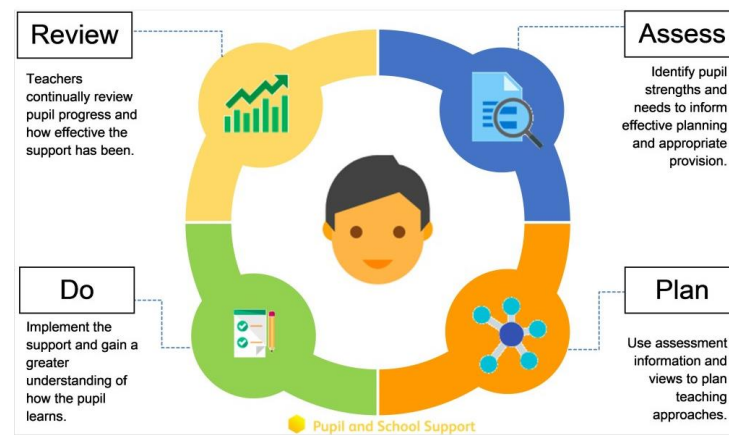
At Kents Hill Junior School, we work closely as a team. If staff have a concern about a child, they complete a SEND Referral Form and discuss concerns with parents and the SEND Team.

The school uses both formal assessments and observation to identify children's needs and aims to address these with the 'Ordinarily Available' framework (Quality First Teaching) including learning styles, multi-sensory approaches and scaffolding, intervention strategies, individual and group support. This is easily accessible to all staff and underpins daily teaching practice. This method of identification and provision follows the recommended graduated response: 'Assess, Plan, Do, Review.'

- Quality First Teaching (QFT), for all pupils, taking into account individual learning styles and personal preferences.
- QFT plus additional, time-limited intervention support programmes, either individually or in groups, designed to accelerate learning and enable a pupil to catch-up to expected levels.
- QFT plus increasing individualised programmes of intervention sometimes with recommendations from outside agencies (children working with SEN Support).

If evidence shows that progress has not been made despite provision of concentrated support, the school or parents may apply for statutory assessment, which may lead to an EHC Plan. The school, child and family will be fully involved in this process.

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.





Our approach to teaching children with SEND

We are an inclusive school. 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 give children additional interventions in small groups outside the classroom, or to provide 'hover' support in class. Kents Hill Junior School does not assign 'one to one LSA support' unless this is specified within a pupil's Education Health Care Plan (EHCP). Some children can become overly reliant on adult support, which has a detrimental long-term effect. We want all learners to be resilient, autonomous and confident in their own abilities.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons. We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).



At Kents Hill 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 hold coffee mornings/afternoons every term where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Kents Hill Juniors, direct to training courses and support groups, as well as welcoming guest speakers from outside agencies.

<p>Parent Consultations</p>	<p>In addition to this, Ms Marable is available at parents' evenings to discuss any concerns. For children who have an Education, Health and Care Plan, One Plan or require specialist support (over and above, what is ordinarily available) we will invite you to 3 further meetings a year in the Autumn, Spring and Summer term. These meeting are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.</p> <p>We value your input and appreciate the completion of a Parent Questionnaire designed to gain views on the school's provision and offer.</p>						
 <p>Child Consultations</p>	<p>Pupil's views are very important; they have a right to be involved in decisions about their education and are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and the daily teaching of children with SEND.</p> <p>Pupils are given regular opportunities to:</p> <table border="1" data-bbox="745 807 1823 1118"> <tr> <td data-bbox="745 807 1104 999">  </td> <td data-bbox="1104 807 1462 999">  </td> <td data-bbox="1462 807 1823 999">  </td> </tr> <tr> <td data-bbox="745 999 1104 1118"> <p>Self-assess how they are doing</p> </td> <td data-bbox="1104 999 1462 1118"> <p>Attend meetings and help decide the support needed.</p> </td> <td data-bbox="1462 999 1823 1118"> <p>Feedback and Review progress/interventions.</p> </td> </tr> </table>				<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
							
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	<p>At Kents Hill Junior School, we understand the importance of regularly evaluating our provision. We do this by:</p> <ul style="list-style-type: none"> • Reviewing progress in Senior Leadership Team meetings and discussing next steps. • Discussing and sharing ideas in staff meetings to ensure up to date research and policy is in place. • Reviewing children's individual progress towards their goals at regular intervals, at least every term. 						

Evaluating Provision

- Establishing children’s baseline levels 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 making a difference.
- Monitoring by the SEND Team.
- Regularly using a tracking tool to update targets and measure progress.
- Holding termly reviews for children who are on Education Health and Care Plans and One Plans.
- Holding annual reviews for children with Education Health Care Plans.







Staff Training


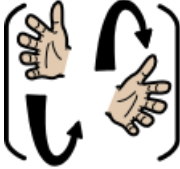

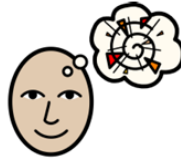









At Kents Hill Junior School, we believe in professional development and aim to ensure all our staff have the understanding they need so that they can support your child.


When a new member of staff joins the school, we ensure that they understand the systems within school and are given information about the children they are working with.

The Senior Leadership Team within school are constantly moderating needs and, where an area of concern is highlighted, whole school training may be organised to ensure all staff understand specific learning difficulties, appropriate teaching and support strategies that could be utilised.

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

			
Play Therapy	Lego Therapy	Child Development	Bucket time

				
	Autism (Level 1 and 2)	Makaton – Level 1	Phonics	ADHD
				
	Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
				
De escalation	Attachment	Reading for those who struggle	Sensory needs	
 Transition Support	<p><u>Infants to Juniors</u> We hold a parent and carer session in the summer term for our new year 3 starters, providing parents with the opportunity to meet with the class teacher and SEND Team.</p> <p>Year 2 pupils are invited to many events such as paired reading, the end of year production along with as many visits to our school as needed. We work very hard to ensure that all pupils have a successful transition into our school.</p> <p><u>End of Year transition</u> When children move up a year, we provide transition booklets, which include photos of the teacher, additional staff and classroom environment.</p>			

	<p>We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.</p> <p>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.</p> <p>Class teachers and support staff meet with each other during the summer term to discuss the needs of the children and share One Plans.</p> <p><u>Secondary Transition</u></p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to secondary school is as smooth as possible. SENDCos from the relevant secondary schools are invited to meetings in the summer term to discuss the needs of our year 6 leavers. Where beneficial, parents may also be involved in this process.</p> <p><u>Mid-Year new starters</u></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 as well as ensuring that all information has been shared from the previous setting.</p>
 <p>Outside Agencies</p>	<p>These are just some of the outside agencies we work with to provide support for children with SEND:</p> <p>Inclusion Partners, SEND Operations Team, Essex Educational Psychology Service, School Health Advisory Service, Speech and Language Therapy, Visual and Hearing impairment team, Occupational Therapy Team</p> <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. All reports and feedback will be shared with you.</p>



Clubs and Trips

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 we will endeavor to remove any barrier to their participation.

All children are encouraged 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, prefects, house captains etc.

No child is ever excluded from taking part in these activities because of their SEND or disability.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Head of Year or SEND Team. If they cannot solve your issue, you will then be able to raise this with a member of the Senior Leadership Team.

If you are not happy with the response, then you may contact the governors through the school office.

Mrs Annie Sutton – Chair of Governors

Mrs Katherine Noble – SEND Governor

Essex Local Offer



What the Local Offer is

The Local Offer gives information about support available in Essex for children and young people aged between 0 to 25, with Special Needs and Disabilities (SEND).

You can use the Local Offer to:

- understand what to do if you're new to SEND
- browse for local support such as support groups, fun activities or specialist healthcare
- find out what to do in a complex situation, for example if you need to appeal a decision
- get advice for young adults with SEND, such as housing and employment support

You can watch this animation to find out more about how the Local Offer can help:

[The Local Offer support information - Essex County Council](#)

The Essex Local Offer can be found at <https://send.essex.gov.uk/>

Other helpful contact numbers

Essex Education Psychology Helpline	01245 433293 Monday 1-5 pm
School Nursing Team	0300 2470013
SEND Information Advice Support Service (SENDIASS)	01245 204338



Feedback

"The school is carrying out a much needed and important role, our son is happy, thriving and has been given a chance of a much better future."

"Xxxx has achieved so much from going to Kents Hill Juniors, they have gone above and beyond for him. I will be sad when he leaves to go secondary school but with the help they have given him, and continue to give him, I know he will be ok."

