

JESSIE YOUNGHUSBAND PRIMARY SCHOOL



SEND INFORMATION REPORT 2026

Aspire • Respect • Enjoy

1. INTRODUCTION

At Jessie Younghusband Primary School, we are committed to ensuring that every child feels valued, included and supported to achieve their full potential. We recognise that every child is unique and that some children may require additional support at different points throughout their educational journey. We are proud of our inclusive ethos and work hard to ensure that all children can access a broad, rich and engaging curriculum alongside their peers.

Our vision is to inspire and nurture the individuality of every member of our school community. Through our shared values of Aspire, Respect and Enjoy, we provide a safe, nurturing and ambitious environment where children develop academically, socially and emotionally and are encouraged to become confident, resilient and successful learners.

This SEND Information Report forms part of the West Sussex Local Offer and describes how Jessie Younghusband Primary School identifies, supports and monitors pupils with Special Educational Needs and Disabilities (SEND).

This report has been produced in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014

We are committed to using our best endeavours to ensure that every child with SEND receives the support they need to achieve positive outcomes, make good progress and participate fully in all aspects of school life.

2. SCHOOL CONTACT DETAILS

Jessie Younghusband Primary School
Acres Drive
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Chichester
West Sussex
PO19 3RE

Telephone: 01243 782192
Email: office@jys.org.uk
Website: www.jys.org.uk

Headteacher: Mr Luke Hanna
SENDCo: Mrs Jenny Jones
SEND Governor: Mrs Sue Webb

West Sussex Local Offer:
<https://westsussex.local-offer.org>

3. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS DOES THE SCHOOL PROVIDE FOR?

Jessie Younghusband Primary School is a fully inclusive mainstream primary school.

We make provision for children with needs across the four broad areas identified within the SEND Code of Practice:

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Dyslexia
- Dyscalculia
- Moderate Learning Difficulties
- Specific Learning Difficulties

Social, Emotional and Mental Health

Including:

- Anxiety
- Emotional regulation needs
- Attachment difficulties
- Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions requiring additional support

We understand that every child presents a unique profile of strengths and needs. Provision is therefore tailored to the individual child rather than a diagnosis alone. Our aim is always to identify barriers to learning and put in place support that enables pupils to flourish academically, socially and emotionally.

4. HOW DOES THE SCHOOL KNOW IF A PUPIL NEEDS EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

Pupils' progress is carefully assessed and monitored throughout their time at Jessie Younghusband Primary School by class teachers, senior leaders and the SENDCo. We use a range of assessment tools, observations and progress information to identify strengths, areas of need and any barriers to learning.

We identify pupils through:

- Ongoing classroom assessment
- Teacher observations
- Progress monitoring
- Pupil progress meetings
- Discussions with parents and carers
- Information from previous schools or settings
- Medical information
- Advice from external professionals
- National assessments and standardised assessment information where appropriate

If concerns arise regarding a child's progress, wellbeing or access to learning, discussions will take place with parents and carers to agree next steps.

Additional assessments or screening may be undertaken by school staff or external professionals to build a detailed understanding of a child's strengths and needs.

If SEND Support is required, the child will be added to the SEND Register and support will be planned collaboratively with families.

The school follows the graduated approach:

ASSESS

Gather information, review progress and identify needs.

PLAN

Agree desired outcomes and identify support strategies.

DO

Implement the agreed support.

REVIEW

Evaluate the effectiveness of support and identify next steps.

Parents and pupils are involved throughout this process and are encouraged to contribute to decisions regarding support and provision.

5. HOW WILL THE SCHOOL SUPPORT MY CHILD?

High-quality adaptive teaching is the foundation of provision for all children at Jessie Younghusband Primary School.

Our first response is always to ensure that classroom teaching is adapted effectively to support a child's strengths and areas of need. Teachers adapt resources, scaffolding, grouping arrangements, adult support and learning activities to ensure all pupils can successfully access learning.

Where additional support is required, pupils may receive:

- Small group interventions
- Precision Teaching
- Speech and language programmes
- Targeted literacy interventions
- Targeted maths interventions
- Social skills support
- Emotional wellbeing support
- Learning mentor support
- Individual programmes of support
- Additional adult guidance
- Specialist recommendations from external agencies

Provision is recorded through SEND support documentation and Learning Passports where appropriate. These identify strengths, barriers to learning, strategies that support success and agreed outcomes.

The effectiveness of interventions and support programmes is reviewed regularly to ensure pupils make the best progress possible.

Class teachers remain responsible for the progress and attainment of all pupils in their class, including those receiving additional support. The SENDCo works closely with teachers and support staff to monitor provision and provide advice where needed.

6. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

At Jessie Younghusband Primary School we have high expectations for all learners. Our broad, rich and engaging curriculum is designed to provide equality of opportunity and promote success for every child.

Teachers adapt learning through:

- Adaptive teaching approaches
- Differentiated activities
- Practical learning opportunities
- Visual supports
- Scaffolded resources
- Flexible groupings
- Additional adult support
- Alternative methods of recording
- Appropriate use of technology
- Reasonable adjustments

Quality first teaching remains essential in ensuring all children access learning successfully.

The aim is for pupils with SEND to participate fully in classroom learning alongside their peers whilst receiving support tailored to their individual needs.

A wide range of resources are available within school and these range from everyday classroom equipment through to specialist equipment where required.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME SUPPORT THEIR LEARNING?

We believe that strong home-school partnerships make a significant contribution to pupil success.

Parents are kept informed through:

- Parent consultation meetings
- SEND review meetings
- Annual Reviews for pupils with EHCPs
- School reports
- Informal discussions
- Telephone communication
- Email communication
- Learning Passport discussions where appropriate

Parents are encouraged to discuss concerns, successes and aspirations for their child at any point throughout the year.

Where appropriate, home-school communication systems may be used to ensure consistency of support and celebrate achievements.

Parents are recognised as experts on their child and play an important role in identifying successful strategies and future priorities.

We encourage families to work with us as equal partners in planning outcomes and supporting progress.

8. WHAT SUPPORT IS AVAILABLE FOR MY CHILD'S OVERALL WELLBEING?

The safety, wellbeing and personal development of every child forms the foundation of our work at Jessie Younghusband Primary School.

We strive to create a nurturing environment where children feel safe, valued, understood and able to succeed. Our vision is to nurture the individuality of every member of our community and to support pupils to become confident, resilient and ambitious learners through our values of Aspire, Respect and Enjoy.

Support available within school includes:

- Positive relationships with trusted adults.
- Pastoral support from teaching and support staff.

- Emotional Literacy Support Assistant (ELSA) provision.
- Access to a part-time Play Therapist.
- Learning Mentor support where appropriate.
- Individualised support plans.
- Social and emotional intervention programmes.
- Home-school communication arrangements where beneficial.
- Support during periods of transition or change.
- Liaison with external agencies where appropriate.

We recognise that children learn best when they feel secure, included and respected. We therefore place a strong emphasis on developing positive relationships, promoting self-esteem and ensuring that every child feels they belong within our school community.

There are many opportunities for pupils to develop confidence and experience success beyond the classroom, including participation in leadership opportunities, educational visits, performances, sporting activities, clubs and wider enrichment activities. These opportunities contribute significantly to children's personal development, wellbeing and sense of belonging.

9. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

At Jessie Younghusband Primary School, we are committed to ensuring that children receive the right support at the right time. We recognise that some pupils benefit from specialist advice and intervention beyond that which can be provided through classroom-based support alone.

Our staff team includes a range of experience and expertise that allows us to support a wide variety of needs. In addition to support provided by class teachers, teaching assistants and the SENDCo, we have access to specialist provision both within school and through external agencies.

School-Based Specialist Provision

Our school provides specialist nurture and wellbeing support through:

- An Emotional Literacy Support Assistant (ELSA) who works with pupils individually and in small groups to develop emotional literacy, resilience, confidence, self-esteem, social skills and emotional regulation.
- A qualified Play Therapist who works within school on a part-time basis to provide therapeutic support for pupils who may be experiencing emotional, social or behavioural difficulties.
- Learning Mentor support where appropriate.
- Trained staff delivering targeted intervention programmes.

- Staff experienced in supporting pupils with speech, language and communication needs, social communication needs, emotional wellbeing needs and barriers to learning.

Education Services

The school may access support from:

- Educational Psychology Service (EPS)
- SEND and Inclusion Team
- Social Communication Team
- Specialist Teaching Services
- Inclusion Support Services
- Ethnic Minority and Traveller Achievement Service (EMTAS)

Health Services

Where appropriate, we work closely with:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Clinical Psychology Services

Family Support Services

Support may also be accessed through:

- Early Help Services
- Family Support Services
- SEND Information, Advice and Support Service (SENDIAS)
- Other family support agencies as appropriate.

Parents and carers are always consulted before referrals are made and will be invited to discuss the outcomes of any involvement from outside agencies. Copies of reports and recommendations will be shared and discussed so that support can be implemented consistently between home and school.

10. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE HAVING?

We believe that high-quality professional development is essential in ensuring that all pupils receive the support they need to achieve success.

Staff receive ongoing training through professional development programmes, staff meetings, external courses, specialist advice, performance management processes and collaboration with external professionals.

Training undertaken by staff includes:

- Adaptive Teaching strategies
- SEND Code of Practice implementation
- Safeguarding and Child Protection
- Speech and Language development
- Precision Teaching
- Attachment and trauma-informed practice
- Emotional wellbeing and mental health
- Bereavement support
- Social, emotional and behavioural needs
- Autism awareness and inclusive classroom approaches
- Supporting pupils with English as an Additional Language (EAL)
- Medical needs and administration of medicines
- First Aid
- EpiPen training
- Physical development programmes
- Supporting pupils with sensory and physical needs

Training priorities are reviewed regularly and are informed by the changing needs of pupils within the school.

The SENDCo works closely with class teachers and support staff to ensure that expertise is shared across the school and that staff remain confident in meeting the needs of all learners.

11. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

Jessie Younghusband Primary School is committed to ensuring that all pupils can participate fully in the life of the school.

Children with SEND are encouraged and supported to access:

- Educational visits
- Residential visits
- School clubs
- Sports teams and events
- Performances and productions
- School Council
- Leadership opportunities
- Enrichment activities
- Wider curriculum events

We will make reasonable adjustments where necessary to ensure that pupils can participate successfully and safely.

Parents and carers are involved in planning where additional support may be required.

We believe that inclusion extends beyond the classroom and that participation in the wider life of the school plays a vital role in children's confidence, wellbeing and development.

12. HOW ACCESSIBLE IS THE SCHOOL?

Jessie Younghusband Primary School operates from a modern school building that has been designed to provide an inclusive and accessible learning environment for all pupils, staff, visitors and families.

Accessibility features include:

- Step-free access throughout the school site.
- Ground-floor access across all teaching and learning areas.
- Accessible toilet facilities.
- Dedicated hygiene/changing facilities.
- Wide doorways and circulation spaces.
- Accessible entrances and exits.
- Accessible learning environments and communal areas.
- Appropriate adjustments to learning environments where required.
- Reasonable adjustments to support pupils, families and visitors with disabilities.

We are committed to ensuring that pupils with SEND can access all aspects of school life, including the curriculum, enrichment opportunities, educational visits and extracurricular activities.

The school complies with current accessibility requirements and continues to review accessibility through its Accessibility Plan and Equality duties.

13. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SCHOOL OR MOVE TO THE NEXT STAGE OF EDUCATION?

We recognise that transitions can be exciting but may also create anxiety for some children.

Transition arrangements are personalised according to need and may include:

- Additional visits
- Meetings with families
- Information sharing between settings
- Visits to pre-schools and previous settings
- Transition booklets
- Social stories
- Enhanced transition programmes
- Meetings with receiving schools
- Graduated transition arrangements where appropriate

The school works closely with families and other professionals to ensure that transitions are positive, carefully planned and successful.

We aim to ensure children feel secure, confident and ready for the next stage of their education.

14. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

Resources are allocated according to identified need and intended outcomes for individual pupils.

Funding may come from:

- The school's delegated budget
- SEND funding
- Pupil Premium funding
- Additional funding linked to EHCPs

The Headteacher, SENDCo and Governors regularly review provision to ensure resources are used effectively and are having a positive impact on outcomes for pupils.

Teaching assistants, specialised resources, targeted interventions and external specialist support are deployed according to need and reviewed regularly.

15. HOW ARE DECISIONS MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

Decisions regarding support are based on:

- Assessment information
- Teacher observations
- Pupil progress
- Discussions with parents and carers
- Views of the pupil
- Advice from external agencies where appropriate

The desired outcomes for the child are used to determine the level and type of support required.

Regular discussions between teachers, the SENDCo and senior leaders ensure support is appropriate, effective and proportionate.

Support is reviewed regularly through the graduated approach of Assess, Plan, Do and Review. Adjustments are made where necessary to ensure provision continues to meet the child's needs.

16. HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I BE INVOLVED?

Parents play a vital role in their child's education and are highly valued members of the school community.

Parents are involved through:

- Informal discussions with staff

- Parent consultation meetings
- SEND review meetings
- Annual Reviews
- Target setting discussions
- Home-school communication systems where appropriate

The school actively seeks parental views and values their contribution to decision-making regarding SEND provision.

Parents also contribute significantly to wider school life through:

- Supporting educational visits
- Volunteering in school
- Supporting reading
- Supporting events organised by the Friends Association
- Participating in school activities and community events

We believe the strongest outcomes are achieved when schools and families work together in partnership.

17. WHO CAN I CONTACT FOR FURTHER INFORMATION OR IF I HAVE A CONCERN?

If you have concerns regarding your child's progress or SEND provision, we encourage you to speak to us as soon as possible.

The usual process is:

1. Speak to your child's class teacher.
2. Contact the SENDCo.
3. Contact the Headteacher.

If concerns remain unresolved, parents may follow the school's Complaints Policy.

Further information and support can be accessed through:

West Sussex Local Offer
<https://westsussex.local-offer.org>

SEND Information, Advice and Support Service (SENDIAS)

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REVIEW ARRANGEMENTS

This report is reviewed annually by the SENDCo, Headteacher and Governing Body.

The review process will take account of feedback from pupils, parents, staff, governors and external professionals.

Date of Review: September 2026

Next Review Due: September 2027