Jordans School

Annual Special Educational Needs Information Report

Updated: November 2026
Update Required: November 2027

Jordans School is a small village infant school serving the needs of all children in the Jordans area. We are an inclusive school offering a broad and balanced education. At Jordans School we strive to support all children in their learning, in order to enable them to achieve to their full potential. Quality teaching is essential in ensuring all children progress, however some children will require additional support.

The accessibility policy can be found at www.jordans.bucks.sch.uk

Jordans School's Special Educational Need and Disability (SEND) Policy:
The school's SEND policy can be found at www.jordans.bucks.sch.uk It is reviewed by the Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Governing Teaching & Learning Committee. The policy is written in line with the SEND reforms resulting from the Children and Families Bill 2013 and the latest version of the SEND Code of Practice (2024).

At Jordans School children are identified as having SEND using a variety of methods:

- Concerns raised by parents
- Concerns raised by the class teacher
- Class observations
- Child not making age related expected progress
- A medical diagnosis
- Liaison with external health and education agencies
- Liaison with feeder schools and Nursery Schools

As a matter of routine, progress is measured regularly against age expected levels by the class teacher, parents and SENDCo. If a child has a Special Educational Needs Support Plan (SEN support plan) or Education, Health and Care Plan (EHCP) the support is reviewed termly with the child, their parents, the school SENDCo and any professionals working with the family.

The approach to teaching children with SEND at Jordans School:
The teachers at Jordans School teach using 'Quality First Teaching' practices and 'Adaptive Teaching' where required. All children in the class are taught by the teacher, they ensure effective differentiation and next steps are personalised for each child. The teacher is responsible for tracking the children's progress, this is monitored by the Headteacher.

The Graduated Approach was introduced in line with the initial SEN Code of Practice (2015) and the principle of Early Support. It aims to ensure all children and young people with SEND receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. There are three tiers of support in the Graduated Approach:

Universal Support – for all children
Personalised and differentiated approaches are available to all children. Those with SEND will also benefit from these approaches.

Early Help and SEND Support – for children requiring more targeted support
For some children these approaches will not be sufficient to meet their special educational needs and disabilities and they will require more focused targeted support and intervention. These are referred to as 'Early Support for SEND Approaches'.

Continuing SEND Support – for children requiring a higher level of support and intervention
Relatively few children and young people will need a much higher level of support and intervention. For some children, who require a high level of support and care to access learning and the school day, an Educational and Health Care Plan may be considered and assessed through the local authority.

All children have access to quality Personal, Social, Health and Economics Education (PSHE) and systems are in place to ensure children are supported socially and emotionally.

Jordans School's Facilities:
Reasonable adjustments are made to accommodate the needs of individual children under the guidance of health and education specialists.
As a small school, break out spaces / quieter areas are limited.

SEND Training at Jordans School:
Relevant Continuing Professional Development (CPD) is given to staff in order to support the varied needs of children within our school. Specialist expertise is obtained by the school by engaging professional advice as necessary, through the local authority.

Jordans School's consultation with parents and children:
Parents are kept fully informed about each child's targets and progress through parent consultation meetings with the class teacher and/or SENDCo. Support plans, Education Health and Care (EHC) Plans are also reviewed. Children are involved in their target setting and a review of their learning at regular intervals with the class teacher and/or SENDCo.

Jordans School's Partnerships:
Following identification of need appropriate support services are engaged to meet the needs of families and children with SEND.

Jordans School's arrangements for the transfer to other educational establishments:
Transition meetings and visits are arranged between different educational establishments – local schools, The Pupil Referral Unit (PRU) and Special Schools.

Children requiring more than mainstream school provision:
For those children who require care and learning support / a learning environment beyond the facilities of a mainstream school, the SENDCo will seek to work in partnership with parents and the local authority to ensure a smooth transition to a school with Additionally Resourced Provision (ARP) or a Special Education School.

Contact details for support:
Parents are kept informed of the contact details of any support service or educational providers through 1:1 discussion as appropriate.

Concerns or Complaints:
If you have any concerns or complaints, these can be raised in the SEN plan termly reviews or an earlier meeting can be arranged with the SENDCo and SEND governor, as appropriate. As a fully inclusive school, we seek to meet the needs of all children in partnership with parents and the local authority, within the school's resources. If an issue is not resolved, the school's complaints policy (on the school website) outlines the next stages that can be taken

Key Contacts:

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SEN Governor	Mrs Hughes
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