Supporting Pupils at Thomas Jones School
SEND Parent Booklet

Autumn 2026

It is our desire for every pupil to achieve their full potential at Thomas Jones. Parents and Carers know their child best and they are encouraged to work in partnership with the school to ensure that the desired outcomes for their child are achieved. We endeavour to give families as much information and support as possible to enable them to participate in this process from a position of knowledge and confidence.

The purpose of this booklet is to inform you of the types of support available for your child at Thomas Jones. It will help you understand who can help and how this support may be accessed.

Teaching and Learning

All pupils at Thomas Jones receive exemplary teaching. A range of teaching and learning approaches are employed and appropriate learning objectives are set for all pupils. The curriculum is matched to their needs.

All classes are supported by additional adults. Pupils may be offered additional support through small group learning opportunities, targeted interventions or catch up programmes, where appropriate.

To ensure staff have the skills and knowledge to support children, there is an on-going programme of training both in school and elsewhere that is tailored to the current support required for pupils.

At Thomas Jones the progress and attainment of all pupils is reviewed every term by the Leadership Team at which time provision and support may be adjusted to meet identified needs.

As parents, you are encouraged to participate as fully as possible in the decisions made about your child's progress and identify areas for development and support.

For any child receiving SEN support, throughout the year there are three Parent & Carer/Teacher meetings as well as an annual report. Additional meetings can be organised as necessary.

A Guide to SEND Terminology

The **Special Educational Needs Code of Practice (June 2014)** provides statutory guidance to schools on duties, policies and procedures to Part 3 of the Children and Families Act 2014. It relates to pupils with special educational needs and/or pupils with disabilities.

Parents and Carers are encouraged to participate in all decisions pertaining to their child. It is crucial that parents/carers are listened to and that any plans or documents relating to their child reflect their views. Parents/carers will be involved in an open dialogue at meetings with other professionals. Decisions will be made about how a pupil's needs will be met and what outcomes are desired by the school and parents/carers in partnership.

Class teachers will assess a pupil to identify their strengths, needs and areas for development. If a pupil requires different support from most children of their age they may be offered additional **SEN Support**. There will be timely assessments and a focus on the impact that any support has provided.

If a pupil's needs are complex or profound it may be suggested, in consultation with parents/carers, that the local authority is approached for a **single assessment,** which will involve parents and significant professionals meeting to discuss and consider whether the local authority should provide extra resources to support that pupil. Resources could include additional staff hours, special equipment or the attendance at a school with specialist resourced support.

This additional provision, known as an **Education Health Care Plan (EHCP)** (formerly a Statement of SEN) is reviewed annually or sooner if required. The parents/carers, teacher, SENDCo, pupil and other appropriate professionals are involved in this process.

Thomas Jones Staff

Highly experienced and committed staff are involved in supporting your child at Thomas Jones. These include:

• **The Class Teachers** will always make sure that any learning set is appropriate and accessible for all pupils. They are sometimes available at the end of the day. For a longer conversation please book an appointment.

• **Teaching Assistants/Learning Support Assistants (support staff)** support all pupils in class as well as targeting pupils with individual support.

• **The SENDCo** (Lindsay Johnson) co-ordinates the provision of SEND in school and offers support and advice to class teachers as well as parents and carers.

• **The Deputy SENDCo** (Melissa Kiley) and **Assistant SENDCo** (Abi Kantoch) play a supporting role in co-ordinating the provision of SEN in school and can offer support and advice to class teachers as well as parents and carers.

• **The SEN Keyworker** (attached to the school but based at the local authority) The key worker's role is to support the parents of a child for whom an Education Health Care Plan may be appropriate. They liaise with the different professionals involved in any assessments of that child and will co-ordinate the entire process.

• **The School Governor** (Harriet Bingley) works with the SENDCo in leading SEND in school.

• **The Headteacher** (David Sellens) has an overview of the way in which support is targeted across the school.

Other Professionals and Agencies

An element of the support for pupils may be provided by support services and health agencies that come into Thomas Jones. The SENCo and SENCo assistant, in liaison with these professionals, prioritises children for whom particular support will be most beneficial. Review meetings are undertaken every term at least, to assess the impact of these interventions. Professionals include:

• **The School Nurse** works closely with the school and can advise and assess the medical needs of pupils. If a healthcare plan is required this would be undertaken in conjunction with the parent/carer and reviewed annually (as a minimum). The school nurse can also offer support for: bed wetting, sleep difficulties, diet/appetite/weight issues, behavioural difficulties, concerns about hearing or vision and ongoing health issues, for example head lice.

• **The Speech and Language Therapist** undertakes regular therapy in school with pupils who have an EHC plan and will assess whether a pupil will benefit from any intervention in terms of their developing communication skills. Therapy can also be accessed by parents through gaining a referral through their GP.

• **The Educational Psychologist** is consulted with twice per term. She can observe pupils and undertake individual assessments. She will also listen to and guide teachers and parents/carers in the best possible ways to support a pupil both in class and at home.

• **Occupational Therapists** undertake therapy in school. They can offer support with gross and fine motor skill development, sensory processing, handwriting and visual perceptual skill development, as well as self-care skill development. The school can make a referral for a pupil in liaison with the parent.

• **Outreach support** from the Tri-borough such as Early Help, The Behaviour Intervention Team, SPARK and The Autism and Early Years Intervention Team.

• **Grenfell Educational Hub** services are available to school offering additional Educational Psychologist, Occupational Therapist and Speech and Language to all children.

• **Therapeutic Services** are available via school referrals to support emotional wellbeing for children and families. Currently this includes filial therapy (a play therapist).

If you would like to seek advice from independent professionals (outside of the school) you may find the following numbers helpful:

Information Advice Support Service (Full of Life) - The IASS is a useful source of information and support. You can contact your local service at:

Address:
Kensal House Annex
379 Ladbroke Grove

London
W10 5BQ
Email: office@fulloflifekc.com **Telephone:** 0208 960 9064 **Website:** http://www.fulloflifekc.com/

RBKC Local Offer -
https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0

At Thomas Jones School, we value support and feedback. We have an active school council and conduct pupil voice activities throughout the year, as well as collecting and analysing the views of parents/carers on a regular basis including the annual Parent and Carer Questionnaire.

How to Contact us:

If parents/carers would like further information about what provision is available for their child or if they have any concerns that their child has some additional needs, an appointment should be made with the class teacher. A plan will be developed in partnership with the parents and implemented to support the child.

Parents and Carers are welcome to make an appointment or arrange a telephone call with the SENDCo Lindsay Johnson, Deputy SENDCo Melissa Kiley or the Assistant SENDCo Abi Kantoch. Appointments can be made through the school office (0207 727 1423).

Further information can be found on the school's website:

https://www.thomasjonesschool.org/