

East Meon Church of England (Controlled) Primary School

SEND Information Report



Learning inspired by love, hope and courage.

Approved by Full Governors

Date: 21st February 2024

Reviewed by:

Julie Slamaker (SENDCo at time of writing)

Next review due by:

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The aim of this information report is to explain how children with SEN are supported at East Meon Church of England Primary School.

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including: <ul style="list-style-type: none">• dyslexia• dyspraxia• dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment eg cerebral palsy, epilepsy etc

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

The SENDCO at East Meon Church of England Primary School is Cat Olver.

Miss Olver took over the role in August 2024. She is about to begin her NPQSENCo qualification. Miss Olver has taught in primary schools for the whole of her career, working with children with a range of different special educational needs and disabilities and supporting SENCOs in each school. She has worked closely with a wide variety of external agencies to ensure that pupils and families have received the support they need.

Class Teachers

All of our teachers receive in-house SEN training and are supported by the SENDCO to meet the needs of pupils who have SEN.

All teachers have fully engaged with the HIAS Big Inclusion Project this year which has included training on Dyslexia, SEMH, ASD and Language and Communication Needs.

Many of our staff have received Makaton Level 1 training.

Learning Support Assistants

We have a team of 4 LSAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver some specific SEN provision. We have one LSA who is BSL trained.

The interventions that our LSAs are trained to deliver include:

- Becoming First Class at Number
- First Class at Number
- Success at Arithmetic
- Phonics
- Fresh Start Phonics
- Nurture / Soft Start
- Paired Reading
- Kinetic Letter Handwriting

External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary, we will work with external support services to meet the needs of our pupils with SEN and to support their families.

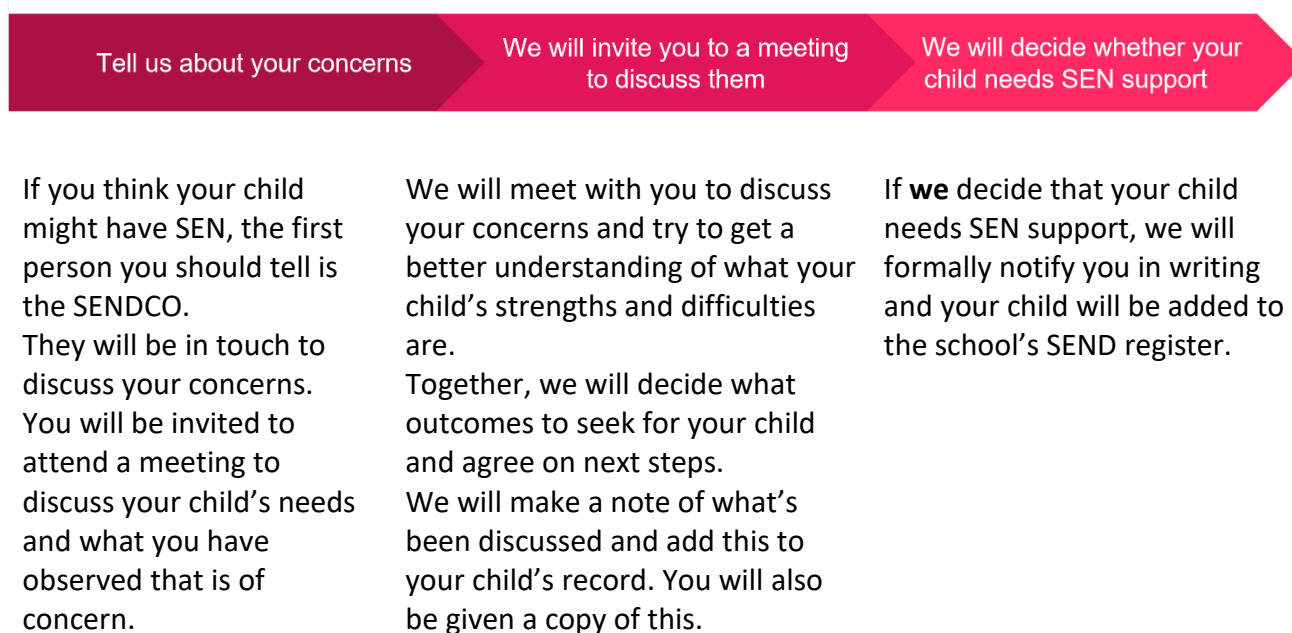
The external support services we work with include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations
- Primary behaviour service

3. What should I do if I think my child has SEN?

At East Meon Church of England Primary School we are always keen to hear about the experiences that parents are having with their children at home. We welcome meetings with parents that benefit the development and progress of the child.

If you believe that your child has a Special Educational Need, please do not hesitate to contact the school SENDCO directly – senco@eastmeonprimary.co.uk and Mrs Slamaker will book a meeting with you. She may also ask Miss Olver (The head teacher) or the class teacher to attend the meeting, in order to get a clear picture of the experience of the child.



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might mean that they are not achieving the expected standard for their age or that they are struggling to make consistent progress from a starting point. Teachers may identify a particular subject or skill that a child is finding more challenging such as spelling, understanding number or they may notice that spatial awareness is poor. Teachers may also notice that a child is not engaging with their peers in the expected way – ie developing friendships, managing emotions in an age appropriate way. All and any of these indicators will prompt the class teacher to discuss their concerns with the SENDCO who will then work with the class teacher to identify appropriate strategies that will support the pupil.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

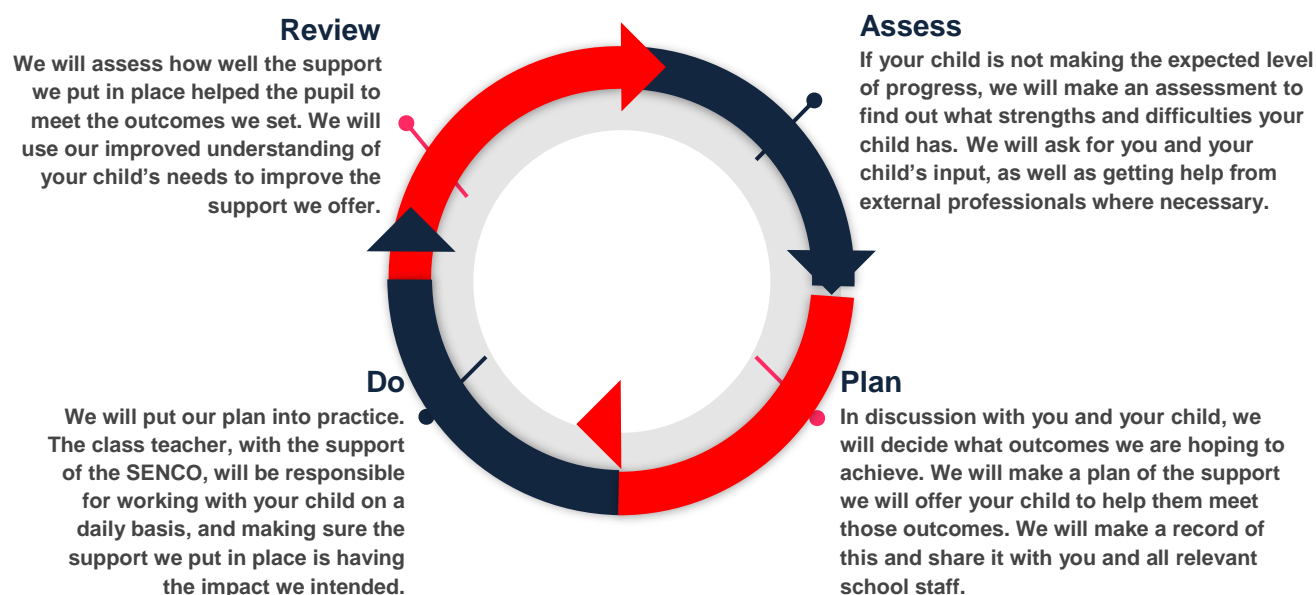
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register and the SENDCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher and/or the SENDCO will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you are the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they are delivering an intervention which requires a 1:1 session or if this is specifically mentioned in an EHCP.
- Teaching assistants will support pupils in small groups when delivering a specific intervention or when a small group of children need the same pre-teaching or re-teaching or have the same gaps in knowledge.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Additional time to construct answers Clear Boundaries
	Speech and language difficulties	Speech and language therapy Use of Makaton to communicate Communication books
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured paper for writing Coloured acetates for reading Tasks broken down into smaller chunks
	Moderate learning difficulties	Differentiated tasks Visual Cues Additional adult support Engaging with additional agencies
Social, emotional and mental health	ADHD, ADD	Quiet workstation Clear boundaries
	Adverse childhood experiences and/or mental health issues	Soft start mornings Identified safe space
Sensory and/or physical	Hearing impairment	Visual Cues Explaining tasks on a 1:1 basis
	Visual impairment	Enlarged resources
	Multi-sensory impairment	Dependent on conversation with parents and additional agencies who are already engaged with the child.

	Physical impairment	Adapted seating Physio delivered by trained staff where appropriate Adapted resources – use of laptop or adapted stationary
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These strategies are part of our contribution to Hampshire County Council’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after approximately 6 weeks
- Pupil Conferencing
- Monitoring by the SENDCO
- Using intervention assessments, Boxall profile assessments and standardised testing
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don’t have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips which take place in Years 5 and 6.

All pupils are encouraged to take part in Sports Day, day trips, sports clubs, extra-curricular clubs and adventure week.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Admissions are managed by Hampshire County Council. Information regarding EHC Plans should be included on the application form and HCC will allocate pupils with EHC Plans, who have identified East Meon Church of England Primary School as their first choice, a place before all other prospective pupils.

13. How does the school support pupils with disabilities?

East Meon Church of England Primary School supports pupils with disabilities by:

- Ensuring that all parts of the school are easily accessible
- Ensuring that supportive equipment and aids are in place and enable pupils to have as much independence as possible while at school
- All children at the school are educated to an appropriate level about the kind of help that some pupils may need and how they can be part of the team that supports them
- Only take pupils on trips that allow full accessibility to ALL of our pupils, including residential trips.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Circle time takes place regularly in every class and offers pupils the opportunity to discuss worries or concerns
- We provide extra pastoral support for listening to the views of pupils with SEN by offering space in Nurture Groups, Soft Start morning groups and 1:1 support sessions.
- We run Nurture Groups for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Further information on this can be found in our school 'Anti-Bullying Policy'.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Give teachers time together to discuss the needs of the children in the class with particular focus on the pupils with SEND. At this point strategies that the current teacher has used / is using successfully will be shared and any information regarding changes that are made to the child's day in order to accommodate their needs.
- Pupils have the opportunity to learn in their new classroom for some sessions in the Summer Term prior to moving into the next year. This gives the child the opportunity to meet the new adults that they will be working with, as well as the new children in the class.
- Some pupils may have more transition sessions than others, depending on the needs of the individual.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Visiting the Secondary School and learning how to get around the site with support
- Attending classes at the Secondary school
- Where necessary, pupils will attend additional support sessions which give them an opportunity to discuss any concerns they may have about moving on.
- A Transition Partnership Agreement (TPA) may be created to support your child at their next school.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mrs Slamaker is the Designated Teacher at East Meon Church of England Primary School. She ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Concerns about SEN provision in our school should be made to the class teacher in the first instance. If you wish to make a complaint, please read our school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hampshire County Council's local offer. Information about this can be found here:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Our local Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) organisations are: <https://www.hampshiresendiass.co.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services.
- **Differentiation** – when teacher adapt how they teach in response to a pupil's needs.
- **EHC needs assessments** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First – tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan and reviewing the impact of the action on the pupil.
- **Intervention** – a short-term, targets approach to teaching a pupil with a specific outcome in mind.
- **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment.

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability.
- **SENDCO** – the special educational needs co-ordinator .
- **SEN** - special educational needs.
- **SEND** – special educational needs and disabilities.
- **SEND Code of Practice** - the statutory guidance that schools must follow to support children with SEND.
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN.
- **SEN support** - special educational provision which meets the needs of pupils with SEN.
- **Transition** - when a pupil moves between years, phases, schools or institutions or life stage.