



SOUTH WONSTON PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website:

<https://www.southwonston.hants.sch.uk/special-educational-needs-disability-send-policy/>

You can also ask a member of staff to make a copy or send you the policy.

Note: If there are any terms we've used in this information report that you're 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?

South Wonston Primary School is a mainstream setting (not a special school). At South Wonston Primary School we will ensure that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

The SEN Code of Practice places responsibility on Class Teachers and support staff to identify and provide help for Intervention (SEN) pupils within their classrooms. Planning for different types of needs is the responsibility of Class Teachers. All Teachers are teachers of pupils with SEN.

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 dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe 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

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



Mrs Charlotte Avendano

(SENCO)



Mrs Jo Donovan

(ELSA)

At South Wonston Primary School we are committed to ensuring that staff are trained to meet the needs of children with additional needs and their knowledge is updated when necessary. Training in supporting SEND is a feature of the on-going rolling programme of professional development for our staff, throughout the school year which forms part of the continuing professional development of all teachers and Teaching Assistants (TAs) and is organised in accordance with the needs of the children.

As a school we work closely with a range of external specialist services which are relevant to our children's needs. These may include Speech and Language Therapists, Behaviour Support Workers, Parent Support Advisors, Social Workers, Paediatricians and Educational Psychologists. In addition the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Hampshire County Council for advice and support. We also have specialist ELSA support (emotional literacy support) which is supervised by the Hampshire Education Psychology Service.

The school works closely with other local schools, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Charlotte Avendano - 01962 881311, adminoffice@southwonston.hants.sch.uk

Mrs Avendano is an experienced teacher and school leader. Having previously taught children from Year R to Year 6, led Maths and English whilst also being a Deputy Headteacher, she has many years of experience supporting inclusion and pastoral care with primary aged pupils. Mrs Avendano is due to begin her National Award in Special Educational Needs Co-ordination later this year. She will also be undertaking training to become the Designated Teacher for looked after and previously looked after children, and is a Deputy Designated Safeguarding Lead. Mrs Avendano is allocated 4 days a week to manage SEN provision.

Teaching assistants (TAs)

We have a large team of Teaching Assistants (TAs), including 2 Higher-level Teaching Assistants (HLTAs) who are trained to deliver SEND provision. We have two Emotional Literacy Support

Assistants (ELSAs) who have been trained by and receive regular supervision support from Hampshire and Isle of Wight Educational Psychology Service (HIEPS).

The SENCo is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. The team of TAs also meet regularly with the SENCo and other highly skilled members of the school team for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key children, intervention strategies, and relevant research and policies.

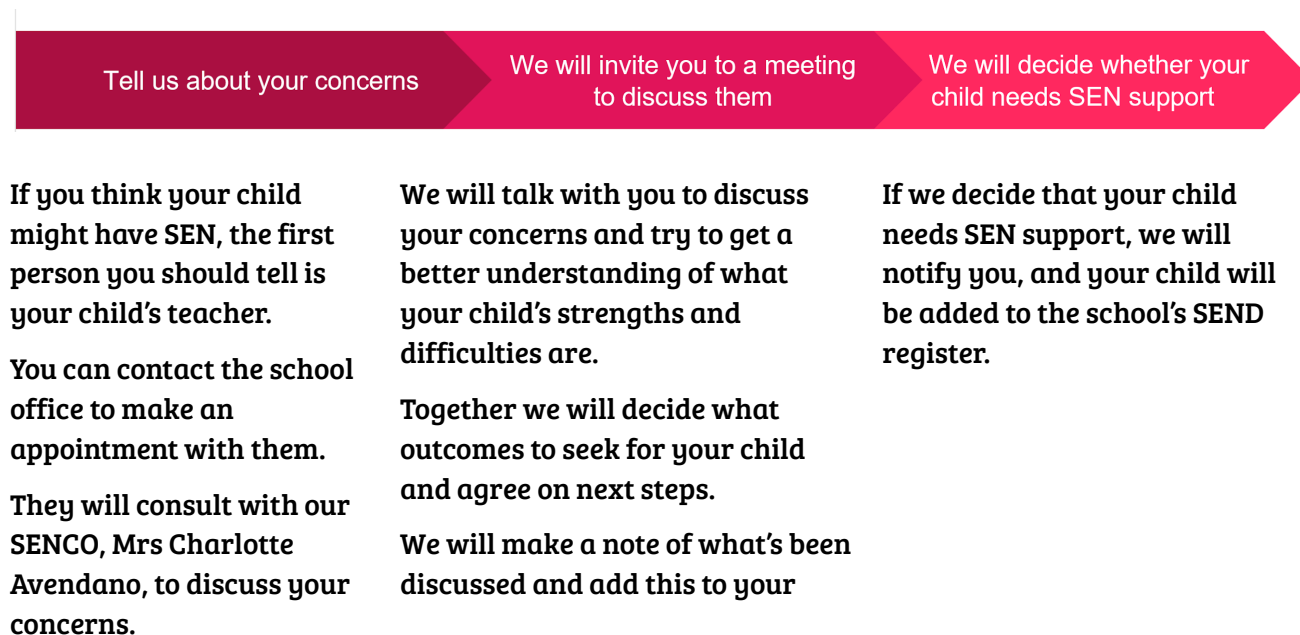
All staff are subject to an annual review (Performance Management) which identifies training needs which will be addressed either internally or externally.

External agencies and experts

Sometimes we need extra help to offer our children the support that they need. Whenever necessary we will work with external support services to meet the needs of our children with SEND and to support their families. These include:

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

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



You can also contact the SENCO directly 01962 881311, adminoffice@southwonston.hants.sch.uk child's record. You will also be given a copy of this.

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 children who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the child extra tuition to try to fill it. Children who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the child is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the child 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 SENCO 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 SENCO will decide whether your child needs SEN support. You will be told the outcome of this decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the Class Teacher and SENCO 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** (see below).



As a 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 child 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?

Throughout the year there will be two formal invitations (parents evenings) into school to meet with your child's teacher. During the year parents can initiate a meeting with staff via the school office or directly through your child's home-school link book. During the year there will be a number of informal opportunities to visit the school to explore your child's learning.

Every child will receive a written report giving you a clear indication of the progress they have made both academically and in a wider contribution to school life. For all children this will be sent home in the Summer Term. Children in Year 2 and Year 6 will receive their end of key stage results.

We know that you're 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're 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. You can do this by making an appointment through the school office or by communicating with them via your child's home-school diary.

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

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 children 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 will differentiate (or adapt) how we teach to suit the way the child works best. There is no '1 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:

- Differentiating our curriculum to make sure all children are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating 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 children on a 1-to-1 basis when children require highly individualised support and interventions that can not be delivered in a small group or as part of the class. This may take place as additional input, for example during general registration time or lunch breaks, or as alternative input, for example, by withdrawing children from a lesson.
- Teaching assistants will support children in small groups when they have similar identified needs.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE CHILDREN
Communication and interaction	Social Communication difficulties	Visual timetables Social stories Lego Therapy Break/lunch club
	Speech and language difficulties	Speech and language therapy Visual supports Communication board
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading rulers Colour paper SIDNEY Word wasp The Hornet Toe by Toe Nessy Reading & Spelling Pencil grips Handwriting intervention
	Moderate learning difficulties	Regular reading Precision Teaching Acceleread/Accelewrite Specific spelling support SOS spelling Basic number skills practice

	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget aids Calming kit/self-soothe box Wobble cushions Movement breaks Now/next boards Quiet space Mindfulness Restorative approaches 5 point scale Circle of friends Circle of adults Teaching of specific skills CBT approaches Transition support
	Adverse childhood experiences and/or mental health issues	Worry box Playfulness, Acceptance, Curiosity, Empathy (PACE) THRIVE sessions ELSA TALA Key person Mental health education
Sensory and/or physical	Hearing impairment	Specialised equipment - following input and advice from the Specialist Teacher Advisory Service
	Visual impairment	Limiting classroom displays Enlarged print Specialised equipment - following input and advice from the Specialist Teacher Advisory Service

	Multi-sensory impairment	Sensory Circuits Sensory aids Sensory diet Ear defenders Wobble cushions Theraputty Therabands 5 point scale Chew aids Calm space (e.g. pop up tents)
	Physical impairment	Physio programmes OT programmes Specialised equipment - following input and advice from the Specialist Teacher Advisory Service

These interventions are part of our contribution to [Hampshire's local offer](#).

Our [Accessibility Policy](#) outlines how we ensure children with disabilities can participate in the curriculum.

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
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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?

We ensure that all pupils with SEN and disabilities have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The pupils who have the most complex needs are given the most support. 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's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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 trip. All pupils are encouraged to take part in sports day, school plays, special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEND and we will make whatever reasonable adjustments are needed to make sure that they can be included.

The school building is primarily positioned on level ground with most classrooms being accessible to wheelchairs. Two classrooms, The Snug and the ICT suite are only accessible via a stairwell. Wheelchair users are able to access the Snug and the ICT Suite via the school field, weather allowing. When this is not possible, alternative ICT activities and teaching can be provided in the classroom using laptops or iPads.

The site has one accessible toilet large enough to accommodate changing. There is 1 disabled parking bay. The school's accessibility plan can be found on the [school website](#).

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

At South Wonston Primary School we follow the [Hampshire School Admissions Guidance](#). Our [admissions policy](#) is available on our website which gives full information about our schools approach to admissions for prospective children with SEN or a disability.

- In accordance with national guidance, children whose EHC plan names the school will be admitted before any other places are allocated
- [Hampshire county councils fair access protocol](#) ensures that unplaced and vulnerable children, and those who are having difficulty in securing a school place in-year, are allocated a school place as quickly as possible

13. How does the school support pupils with disabilities?

The schools accessibility plan is available on the school website:

<https://www.southwonston.hants.sch.uk/accessibility/>

As a school, we access support from the [Specialist Teacher Advisory Service](#) (STAS). Together we promote quality provision and inclusion. Children are supported, and empowered, to achieve throughout their learning journey and be well prepared for adulthood.

STAS can offer support to schools, parents or other professionals by phone or email. If you would like a consultation with a member of the service, please either email the STAS professional who is currently supporting your child or contact the relevant STAS Team Leader below.

Communication and Interaction: lynne.ralston@hants.gov.uk

Physical Disability/Assistive Technology: caroline.willoughby@hants.gov.uk

Sensory Impairment (Hearing or Visual): sarah.easley@hants.gov.uk

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:

- We have two Emotional Literacy Support Assistants (ELSA) who have been trained by and receive regular supervision support from Hampshire and Isle of Wight Educational Psychology Service (HIEPS). The SENCO arranges this provision and Class Teachers can request this support for their pupils when they consider it to be suitable. The areas of emotional difficulties that ELSAs provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.
- Pupils who struggle with social situations may be invited to attend Break time Club and Lunchtime Club in The Snug. These clubs are run by our ELSA and TAs who support the children in managing unstructured social time.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by:
 - Using the Growth Mindset approach so that self-esteem is actively promoted
 - Curriculum focused work on bullying and online safety through PSHE lessons and circle time activities to promote positive relationships & friendships
 - Assemblies focusing on values and beliefs
 - The development of an open culture and problem solving ethos where children are encouraged to talk through issues and to find solutions together
 - Provision of activities and supervision at lunch and playtimes to minimise inappropriate behaviour
 - Timetabled support provided by trained ELSAs for children with concerns
 - Mixing of age groups to build friendships between younger and older children where appropriate in the form of buddy morning activities; older children reading to younger children and running activities
 - Yr 5 & 6 Play leaders
 - Buddy system between year groups
 - Digital Leaders
 - Discussions in School Council

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

We will share information with the school or other setting the pupil is moving to when they leave South Wonston Primary School.

Between years

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

- Schedule lessons with the incoming teacher towards the end of the summer term
- For children with EHCPs we will ask both the current teacher and the next year's teacher to attend final meeting of the year when the child's SEN is discussed
- Some children may benefit from a social story

Joining South Wonston Primary School mid-year

The Pastoral Team supports the induction of all new children at any point in the school year. All children admitted to the school after the start of the academic year are screened, on entry, for Dyslexia to identify any areas of need and to provide information to staff about the children's learning. They may also be tested on reading, spelling and general maths understanding.

A 'buddy' is chosen to support the new child for the first few days of being at South Wonston Primary School. The buddy shows them around the school, introduces them to other children and answers questions.

We make contact with the previous school to ensure the transfer of information and the child's school file.

Parents are invited to attend an induction meeting with the class teacher within the first three weeks of their child joining the school mid-year.

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.

Between phases (for primary schools)

For all children moving from Pre-school or Nursery into YR:

Members of the YR team liaise and visit feeder nurseries and pre-schools to gather key information about all children being transferred to South Wonston Primary School. Where appropriate, a member of the YR team and the SENCO will attend individual transition meetings for pupils with SEND. We also invite you to contact us regarding your child's individual needs prior to them starting at South Wonston Primary School.

Key Stage 2-3 (year 6 to year 7)

For all children moving from Year 6 to Year 7:

Every child's school file is passed on to the new secondary school at the end of Year 6.

For children with more specific needs, it may be necessary for a Transition Partnership Agreement (TPA) meeting to be arranged involving the parents, current Year 6 class teacher, SENCO and the

receiving school. These meetings will ensure that all relevant information is passed on and any additional transition arrangements can be made.

All children will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

For children moving to Henry Beaufort Secondary School in Year 7:

We work closely with Henry Beaufort School, our main 'feeder' school, to ensure all children are familiar with their new setting.

- The Learning Co-ordinator at Henry Beaufort Secondary School, Senior Learning Support Assistants and Transition Curriculum teachers work closely with South Wonston Primary School to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition.
- The children will have opportunities to visit during Year 5 and 6, as well as working alongside teachers from Henry Beaufort School who visit South Wonston Primary School during the Summer Term.
- We also work alongside the Learning Support Team from Henry Beaufort School who runs an additional support programme specifically tailored to aid transition for more vulnerable pupils.

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

Mrs Avendano, our SENCO, will make sure that all teachers understand how a looked-after or previously looked-after children'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 children 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.

Mrs Charlotte Avendano, 01962 881311 - adminoffice@southwonston.hants.sch.uk

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

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy [South Wonston Primary School Complaints Policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the child 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.

To find out about disagreement resolution and mediation services in our local area, [local authorities' disagreement resolution and mediation services](#). You can request mediation by contacting Global mediation.

Telephone: call the mediation line direct on 0800 064 4488

Email: info@globalmediation.co.uk

Online form: [contact - Global mediation](#)

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's local offer. Hampshire publishes information about the local offer on their website:

- <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/>

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

- <http://www.hpcn.org.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 teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – 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, targeted 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
- **SENCO** – 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 stages

