



Sparsholt C of E Primary School

SEND Information report

How does the school know if children need extra help with learning?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a child has additional learning requirements, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is *additional to* or *different from* that which is available to all pupils.

At Sparsholt children are identified as having SEND in a variety of ways, including the following:

- Liaison with previous pre-school.
- The child performing below expected levels.
- Concerns raised by parent/carer.
- Concerns raised by teacher.
- Liaison with external agencies, e.g. physical health diagnosis through paediatrician.

What should I do if I think my child has special educational needs?

Your main point of contact at school should always be your child's teacher. You can start by contacting the teacher, who will be able to discuss your concerns. If you need to speak with the Special Educational Needs Co-ordinator (SENCO) – Mrs Jane Gwilliam, the school office can arrange this.

How will school support my child?

Class teachers are responsible for the progress of children in their class. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

The SENCO is responsible for making sure that: teachers understand a child's needs; are trained in meeting those needs; have support in planning to meet a child's needs, and; that provision across the school is efficiently managed.

Sometimes, some children require additional support to make progress in a specific area. If a need is identified, then an intervention plan will be written and reviewed termly. This will be the teacher's responsibility with support from the SENCO providing advice on planning and different

interventions. These interventions will be shared verbally with parents through parent consultation evenings.

If a need is identified which meets the criteria for Hampshire Special Educational Needs, the child will be entered onto our school SEND register and the SENCO and class teacher will prepare a 'Personal Learning Plan'. This will set small, achievable steps to work towards, and will normally be reviewed termly. The SENCO is responsible for monitoring Personal Learning Plans for an individual or small group of children.

Both short term interventions and Personal plans might include one of these provisions, for example:

- Additional adult support in the classroom – each class has access to Learning Support Assistants (LSA) who work with the teacher to support the learning of all children in the class and provide specific additional support for any children who are not making expected progress.
- Withdrawal sessions – It may be necessary for some children to have sessions/interventions with an LSA outside the classroom working on specific programmes such as handwriting, spelling, reading and maths.

Who will explain this to me?

- Parents will be contacted termly and given the opportunity to discuss their child's Personal Learning Plan with the SENCO.
- Short term interventions will be shared through parent consultation meetings with the class teacher.

How are the school governors involved and what are their responsibilities?

- The SENCO's report is published termly within the Headteacher's report.
- She will inform the governors about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- The SEND governor is Mr Howard Firth.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

- Class teachers are responsible for providing quality first inclusive teaching for all children in their class.
- Children are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities, where appropriate, to ensure the child can access the learning. This can mean teachers plan:
 - Visual, auditory or kinaesthetic activities
 - Small group or 1-1 learning with themselves or an LSA
 - Pre-teaching content or vocabulary
 - To set alternative activities for home learning

- To provide specially targeted texts and resources appropriate for children's reading ages
- To provide additional apparatus or materials
- To adapt and adjust resources and materials to make them accessible for children with specific learning difficulties

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where parents/carers are welcome any time to make an appointment to meet with either the class teacher or SENCO, and discuss how their child is progressing. Parents/carers can contact staff members via the school office: adminoffice@sparsholt.hants.sch.uk or 01962 776264.
- There will be an opportunity to meet or have a written report at least termly.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the SENCO and attended by parents/carers, teachers and where appropriate, outside agencies involved in the pupil's education.

How does the school know how well my child is doing?

- Each term data is collected from all teachers showing the current level of attainment for maths, reading and writing. Teachers and senior leaders can track the progress of children across the school year and intervene where appropriate.
- In the case of intervention programmes, progress is continually reviewed, and may include testing or screening. These programmes are monitored by the SENCO and the class teacher, who use the information to plan and design next steps in learning.
- Teachers and their LSAs review in-class additional support weekly and often daily, as part of continual assessment for learning.
- Teachers are observed by senior leaders as part of the school Managing Performance and Progress System; the deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Head Teacher is responsible for whole school data and tracks the school's progress against national standards. This provides guidance for teachers when planning the curriculum and additional support for children.
- During the academic year, the children are regularly assessed. This allows us to identify who may need: further support; intervention, or; additional assessment to detect any underlying difficulties.

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

- The class teacher will use PSHE/circle times and our core Christian values of courage, compassion and creativity to promote the well-being of all the children in their class. This will be supported by whole school Acts of Worship which teach the values and our SCARF Life Education Programme (Safety, Caring, Achievement, Resilience, Friendship).
- Each class will have the opportunity to use the two ELSAs (Emotional Literacy Support Assistant) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service. The SENCO arranges this provision and teachers can request this support for their pupils, when they consider it to be beneficial. The areas of emotional difficulties that ELSAs provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.
- Children who struggle with social situations are provided with a choice of quiet spaces to go during lunchtimes and break times, where they are supported by LSAs to manage unstructured social time.

How does the school manage the administration of medicines?

- If prescribed medicine is required to be administered in school, the parents are asked to complete a form detailing the time and amount of medicine needed and these will be kept securely and usually administered by qualified First Aiders.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school, we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has emotional, social or mental health difficulties, we may seek advice from the Hampshire Behavioural Services, Hampshire Educational Psychology Service or CAMHS.

How will my child be able to contribute their views?

- The school has democratically elected pupil governors (school council), where pupils are elected to represent their peers in their year group. The pupil governors are consulted on whole school plans, lead on charity activities at school and are able to express views to senior leaders throughout the school year.
- If a child takes part in an intervention programme, then they will contribute their views to the termly review of progress.
- If a child has an EHCP, their views will be sought before any review meetings.

What specialist services and expertise are available at or accessed by the school?

- The school works closely with external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists, paediatricians, speech & language therapists, occupational therapists
- Children’s Services – locality teams, social workers, child protection teams, family support workers
- Hampshire Behavioural Services, Hampshire Educational Psychology Service and CAMHS
- Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team

What SEND training have the staff had or are currently having?

- We have two ELSAs (Emotional Literacy Support Assistant) who have been trained by and receive regular supervision support from Hampshire Educational Psychology Service.
- We have two trained FEIPS (Framework for Enhanced Individual Pastoral Support) staff.
- We have one ELKLAN practitioner (speech, language and communication needs).
- We have a THRIVE practitioner who leads on programmes to develop resilient and confident children.
- SEND training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the children in our care.
- The school works closely with other local schools, especially our Secondary pyramid, sharing training opportunities including INSET days and outside experts. Opportunities to develop this aspect of local expertise is actively sought throughout the school year.

How will my child be included in activities outside the classroom including school trips?

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All Year 6 pupils are encouraged to go on our annual 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 SEN or disability.
- A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which will cover the same curriculum areas, will be provided in school.

How accessible is the school environment?

- The school site is positioned on a slope, which means there are many steps. We are unfortunately not able to offer full mobility for wheelchair users but have frequently managed children using crutches successfully.

- The site has one disabled toilet large enough to accommodate a wheelchair.
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting families with English as an additional language or with a Traveller background.

How will the school prepare and support my child when joining the school and transferring to a new school?

Early Years and Reception

- When the pre-school provision has been identified, careful transition is planned and arranged. The Reception teacher and LSA will visit all the children starting school in their pre-school setting and assess any additional needs. The SENCO may be involved in transition if needed.
- All children who have accepted a place at Sparsholt are invited to three transition sessions. These days provide a taste of primary school life and provide an opportunity for the children to meet their new classmates and parents to meet up too.
- Parents/carers are invited to a 'Starting School Evening', to learn about the organisation of the school and the day-to-day running of their new class.
- The SENCO can visit feeder pre-schools if special educational needs are already identified.

Key Stage 2-3

- The SENCO and the Year 6 teacher work closely with all secondary feeder schools to support transition and provide as much information as possible to assist transition.

Joining mid-year

- All pupils admitted to the school after the start of the academic year are assessed on entry, to identify any areas of need and to provide information to staff about the pupil's learning.
- Contact is always made with the previous school to ensure the transfer of the pupil's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the child's school file.

How are the school's resources allocated and matched to children's needs?

- We ensure that all pupils with SEND 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 children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- Our provision is arranged to meet our pupils' needs, within the resources available; we do not simply fit children into existing plans. This approach reflects the fact that different children require different levels of support in order to make good progress towards age related expectations.
- The SENCO consults with class teachers and support staff, to discuss the child's needs and what support would be appropriate.

How do we know if it has had an impact?

- We see evidence that the child is making progress academically against national age related expectations and the gap is narrowing – they are catching up to their peers or expected age expectations.
- The child is achieving or exceeding their expected levels of progress.
- Verbal feedback from the teacher, parent and pupil.
- Formal or informal observations of the child at school.
- Pupils may move off of the SEND register when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- A parent/carer's first point of contact should be the child's teacher to share concerns.
- Parents/carers can also arrange to meet the SENCO or Headteacher.
- [Support4SEND](#)
- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

- Contact the school admin office to arrange to meet a member of the Senior Leadership Team or the SENCO: adminoffice@sparsholt.hants.sch.uk or 01962 776264.

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