

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND INFORMATION REPORT

Special Educational Needs and Disabilities Policy

Date of Policy Issue/Review	January 2025
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Introduction	
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Our school is committed to working in close partnership with children, parents and governors and the wider community to ensure that each child reaches their potential within a secure and caring environment. Our five core values at our school of kindness, respect, imagining, resilience and reflection helps promote high expectations and standards. “Achievement by All” lies at the heart of children doing well in all aspects of their learning and personal development.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENCOs) and the SEND information report.

At our school it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice 2014.

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

Definition	
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A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of the others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Inclusion	
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We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Roles & Responsibilities	
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Meeting SEND is everyone's responsibility, with some specific responsibilities being defined and assigned to particular roles.

Teachers:

All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Universal, high-quality teaching is the first step in responding to children who have or may have SEND.

Each class teacher is responsible for:

- the progress and development of every pupil in their class
- working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- ensuring they follow this SEN policy

SENCO:

Our SENCO (Ali Wilson) works alongside our SENCO Assistant (Ali Wilson). Our SENCO's role includes:

- working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- having day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Church Crookham Junior School

- being the point of contact for external agencies, especially the local authority (LA) and its support services
- liaising with feeder infant schools and potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensuring the school keeps the records of all pupils with SEN up to date

Headteacher

The headteacher will:

- work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- have overall responsibility for the provision and progress of learners with SEN and/or a disability

SEN Governor

The SEN governor will:

- help to raise awareness of SEN issues at governing body meetings
- monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Special Educational Needs Information Report

Date of Issue

January 2024

Introduction

Church Crookham Junior School is a mainstream five-form entry Junior School. We believe in an inclusive education and “Achievement by All” lies at the heart of all children doing well in all aspects of their learning and personal development. Our school values of kindness, respect, imagining, resilience and reflection helps pupils to understand and acquire skills to be able to enjoy their learning and make good progress.

What kinds of Special Educational Needs do we make provision for at Church Crookham Junior School?

Most of our pupils join us in Year Three and leave in Year Six. We recognise that every child will have a unique set of strengths and needs and, that these may well change over time and contexts. Some of our students will have Special Educational Needs in one or more areas, but they do not define or limit our understanding of a child. Each area has some common characteristics which are useful in helping to understand and identify needs. The common characteristics which maybe exhibited when a child is experiencing difficulties are described under the following headings:

Communication and Interaction

These children may find it difficult to express their ideas easily with words or might find it difficult to fully understand what is being said to them or use the rules of communication. The profile of a child with speech, language and communication needs (SLCN) is different and their needs change over time.

SLCN is an umbrella term and may include difficulties such as:

- developmental language disorder
- part of another condition, such as autism, learning difficulties, deafness or cerebral palsy
- resulting from social and/or emotional disadvantage

Children with SLCN may need to help to understand vocabulary, words with more than one meaning and the literal meaning of language. They may benefit from support in drawing inference, making predictions, cause and effect reasoning and problem-solving. Some children with delayed expressive language may need help to access vocabulary (word retrieval), organise and express thoughts and ideas sequentially and express those ideas through spoken and written output. Children with SLCN do not necessarily experience delay in their academic learning.

Children with SLCN may also have difficult expressing emotion, which can result in frustration, high anxiety or presenting with some challenging behaviour and may have an additional social mental and emotional health (SEMH) need.

Cognition and Learning

Children who learn at a slower pace than their peers, even with support through differentiation. This covers a wide range of needs and can include children having a moderate learning difficulty (MLD). Children with severe learning difficulties (SLD) are likely to have been offered a place at special school.

Some students experience specific learning difficulties (SpLD) which affect one or more specific aspects of their learning. This can include pupils who have dyslexia, dyscalculia and dyspraxia.

Dyslexia is a learning difficulty which primarily affects reading and writing skills but is also about information processing. Dyslexic people may have difficulty processing and remembering information they see and hear, which can affect learning and the acquisition of literacy skills. Dyslexia can also impact on other areas such as organisational skills. Many dyslexic people show strengths in areas such as reasoning and in visual and creative fields.

Dyscalculia is a learning difficulty in maths which can effect the ability to acquire arithmetical skills. This SpLD can be related to working memory, which may occur with one or more other needs, such as dyslexia, dyspraxia or ADHD/ADD.

Dyspraxia is where a person may experience a range of challenges which may include coordination and therefore fine and/or gross motor skills. It mean, for example, that an individual and may have difficulties with self-care, writing, typing and riding a bike, although this list is not exhaustive.

Not all children with SpLD experience delay in their academic learning.

Social, Mental and Emotional Health (SEMH)

Children may experience a wide range of social and emotional difficulties and this can create barriers to their personal development and learning. Children with SEMH needs may become withdrawn, isolated or present with challenging behaviours (such as being distracted, having poor relationships with peers, non-cooperation, disengagement, anger or distress or non-attendance and school refusal). SEMH may also be the result of an unmet Other children may have Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or difficulties with attachment.

Children who may have SEMH needs may also have co-existing challenges with communication, interaction or learning. They may not experience a delay in their academic learning.

Sensory and/or Physical Needs

This includes pupils with a wide range of needs across a broad range of abilities. This may include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and they will require specialist support and/or equipment to access their learning. (Children with an MSI have a combination of vision and hearing difficulties.) Some pupils with a physical disability (PD) will require additional ongoing support, specialist equipment/resources or specialist advice to access all the opportunities available to their peers.'

Children with sensory and/or physical needs may need adaptations such as more time to complete tasks, alterations to Physical Education lessons, as well as support developing and maintaining a

positive self-image and self-esteem, and a sense of acceptance and belonging to our school community.

What approach to SEND is taken at Church Crookham Junior School?

The approach to SEND involves four stages: assessing, planning, doing and reviewing. This involves:

Assess

Identifying the learning *gap* or learning *need* and what the areas are they find more challenging and they would benefit from adjustments or additionality. An analysis of the strengths and needs of the child is undertaken and this may include use of assessments, non-academic indicators (such as resilience, independence and self-regulation for SEMH needs). Critical to this process is that of the information provided by parents and carers and the view of the pupil which, along with other information helps to triangulate information from the different sources.

Plan

Parents /carers will have been working partnership with school staff through the identification and assessment stages. When a child is moved to a level of SEN Support which would be beneficial in meeting the pupil's needs, parents/carers are and it should be the be a case of parents/carers agreeing and confirming the decision which has been co-determined. Plans include defined actions, goals, timescales and arrangements for reviewing/subsequent assessment.

Do

All pupils receive high-quality teaching and the adjustments and/or additionality planned will help a pupil to access their learning.

Review

Reviewing the impact of the effectiveness of the plan are at least termly. Collaboration between school and parents/carers is important to an effective review. This stage does not replace the need for on-going, formative and responsive assessment. This review stage is more summative.

At each level of need within the SEN Pathway our school applies the assess/plan/do/review model, in collaboration with parents/carers and the pupil.

What is the Graduated Approach to SEN support?

There is a clear graduated approach to SEN support which includes universal, targeted and specialist support. This includes:

1. Quality First Teaching (Universal)
2. Advice and support given to teaching staff (Targeted)
3. Additional support (Specialist)
4. Flexible/modified approaches to learning
5. Application for support, guidance and/or intervention from other agencies
6. Application to the Local Authority for an Education Health Care Plan (EHCP) to be put in place

These are explained in further detail below.

1. Quality First Teaching (Universal)

All pupils have Quality First Teaching in their class. Any pupils who are not making the expected progress in line with the National Curriculum are monitored. Not all children who are not making the expected progress have an SEND need, it maybe that they may require a catch up intervention programme and/or scaffolding in their learning to help them to get back on track. However, once a child has been identified as possibly have an additional SEND need, then the level of provision for the child is decided and this implemented following the assess, plan, do review cycle (see above). The strategies which may be used are listed below.

2. Advice and Support given to Teaching Staff (Targeted)

Information about adopting the strategies to meet specific kinds of needs are included in an SEN ongoing training programme. In some cases external experts meet with staff to provide advice or training. The SEND Team of staff review and revise strategies with the aim of optimising progress within lessons.

3. Additional Support (Specialist)

If a child's SEND needs mean that despite quality first teaching a child may require to have additional support. If this is the case the child will have a specific learning plan prepared and additional support included. This may include support in class or through small group/individual sessions. There is broad criteria which triggers this regular support and includes:

- -English levels which are at least two years below chronological age and/or specific numeracy problems
- -Lack of learning and communication behaviours that are clear barriers to learning of both the child
- -Emotional vulnerability that interferes with a pupil's ability to engage productively in learning
- -Complex learning needs identified in an Education Health Care Plan (EHCP)

The aim of any support is to promote independence for pupils and for teaching staff to build skills to work together to enable the pupil to work successfully and independently.

4. Flexible/Modified Approaches to Learning

Details of some of these strategies are listed in the next section. A flexible approach is adopted to ensure that pupils make progress against targets set in their Learning Plan.

5. Application for Support, Guidance and/or Intervention from Other Agencies

We request support from other agencies as the need arises. This may include Educational Psychologists, Specialist Advisory Teacher and/or Therapist or Primary Behaviour Support.

Whilst we operate a graduated support model, asking other specialist agencies for guidance and advice may happen at any point in that 'graduated model'.

Such decisions are based on the information in the 'Plan, Do, Review and Assess' progress that underpins all our mechanisms for support.

Parents and carers are involved as part of the decision process to refer a child to an external agency, unless there is an issue which has arisen that relates to child protection.

5. Application to the Local Authority for an Education Health Care Plan (EHCP) to be put in place

Where a pupil has a significantly high level of need and meet the criteria set by the Local Authority (LA) for putting in an EHC plan in place then the statutory framework is completed for an EHCP application. The impact of the provision of a child with an EHC plan in place is carefully monitored and reviewed closely by the LA, in partnership with the school, and parents or carers and other professionals. An EHC plan legally safeguards the right of the child to access any additional support from the LA and other providers that has been deemed appropriate.

The partnership of parents/carers and school is essential to ensuring that any EHC plan application is successful. An application without having implemented the graduated approach and given time for the assess, plan, do and review phases could lead to insufficient evidence for an EHCP application from being successful.

What strategies will be used at Church Crookham Junior School to support pupils with SEND?

Key strategies to meet the needs of pupils are identified below. Some of these also feature within the universal offer of high-quality teaching, but also feature again for SEND too, as they can be effective for certain categories of need. The strategies are not an exhaustive list and, as each pupil's needs are individual, different approaches and strategies are adopted. This list of strategies are categorized under each level of need, for easy reference, as follows:

Communication and Interaction

- Well-structured and ambitious curriculum which helps children make good links in their learning
- Pre-teaching and reinforcement of vocabulary
- Key vocabulary and concepts consistent with visual representation of vocabulary (e.g. use of Widgit software)
- Targeted support for verbal contributions to groups
- Scaffolding and checking understanding at key points in learning
- Sensitive grouping to ensure social interaction

and to enable peers to provide role models

- Enhanced opportunities for reading support (e.g. decoding comprehension, inference, targeted contribution)
- Frequent checking of instruction
- Assessing baseline speaking and listening skills
- Speech, language and communication interventions
- Targeted interventions (e.g. through a Speech and Language Therapy [SALT] referral)
- Structured opportunities to learn to

work collaboratively and to practice skills regularly

- Use of resources and strategies to alleviate load on auditory memory and organization of information (e.g. visual timetables, glossaries, talk tins)
- Access to low distraction areas, if necessary.
- Social/behaviour interventions (e.g. ELSA, ELKLAN support)
- Teaching of specific interaction skills and social use of language e.g. Sulp (the Social Use of Language Programme)

Cognition and Learning

- Curriculum to promote full participation, support experiential learning, talk for learning and promote independence and support social inclusion
- Opportunities for repetition, over-learning and consolidation of skills at an appropriate level.
- Encouragement to verbalise, share and develop ideas prior to writing
- Pre-teaching of vocabulary
- Multi-sensory teaching opportunities taking account of different strengths and interest
- Strong emphasis on meta-cognitive approaches
- Visual supports embedded to aid language understanding
- Use of scaffolding to help children with developing and recording ideas (e.g. writing frames, key word lists, etc.)
- Access to alternative methods of recording (e.g. mind-mapping, use of ICT)
- Structured programmes for reading and maths
- Intervention to develop cognitive function (e.g. comparison, categorization, metacognition)
- Modification of environment and teaching skills to develop:
 - Attention and on task behaviour
 - Memory and retention of information
 - Planning and organizing
 - Thinking and reasoning
- Use of resources to support development of maths (e.g. Numicon, number lines) or English (e.g. word banks)

Social, Mental and Emotional Health (SEMH)

- Opportunities to explore the development of close relationships and promote a sense of belonging
- Co-regulation techniques, including using the 'Zone of Regulation' and strategies to support regulation
- Inclusion in nurture groups or intervention
- Specific teaching of emotional language
- Focussed learning of communication skills
- Additional opportunities for social and emotional development (e.g. social skills, circle of friends)
- Consideration of seating plans, according to the needs of the individual
- Time out/Brain Breaks within and outside the classroom
- Specific support for unstructured times of the day (e.g. break and lunch times)
- Reviewing task design to include non-preferred and preferred tasks
- Groupings to maximise a sense of belonging, esteem, communication and listening skills, etc.
- Grouping to explicitly promote turn-taking and sharing
- Opportunities to take responsibility
- Enhanced opportunities for personal development
- Use of specific attachment and trauma guides/strategies
- Positive behaviour system in place
- Use of social stories to help with preparing a child with unfamiliar situations

- Tier 3 support, as identified in the School Behaviour Policy to accommodate different SEMH needs
- Staff trained in de-escalation strategies and positive intervention

- Sensory circuits to help with emotional regulation
- ‘Good Start Club’, ‘Fun Club’ and learning outside provide

additional opportunities for children to have more emotional support

Sensory and/or Physical Needs

- Staff understanding of the physical need and impact it has on their learning, personal development and daily tasks
- Planning and adapting classroom environment so group, practical or transitioning/moving to activities is managed well
- Multi-sensory teaching approaches so the child can use other senses to access learning
- Explicit teaching of specialist skills (e.g. touch typing)
- Access arrangements for all school based and external assessments based on the child’s way of working
- Advice and support for mobility, orientation and independence skills
- Planning carefully for off-site activities so the individual can participate safely
- Lesson content prepared in advance and presented to meet the individual’s needs (e.g.

- enlarged for a visually impaired pupil)
- Repetition and oral clarification of instructions, vocabulary and new concepts
- Consideration to the environment, such as lighting levels, ensuring route ways are clear, where adults stand in the room to give instruction
- Equipment provided and used as appropriate
- Ensuring pupil is in optimum seating position
- Ensuring the child’s attention is gained before adults or peers start speaking
- Access to therapeutic programmes as appropriate
- Access to alternative recording methods (e.g. a scribe, use of ICT, rest breaks or extra time, as appropriate)
- Rest breaks to reduce mental and physical fatigue
- Support for social interaction and inclusion

- Additional support for new or unfamiliar environments
- Appropriate training/support from specialist advice
- Having an appropriate risk assessment in place
- Personalised emergency evacuation plan in place, as appropriate

What Specialist Services, Expertise and Resources are available or can be accessed at Church Crookham Junior School?

Our school accesses a number of different services to help provide additional expertise and, in some cases, additional training. This expertise is secured through referrals made by school to each provider. These can include:

- Hampshire Educational Psychology Service (HIEPs)
- Hampshire Primary Behaviour Support (PBS)
- Hampshire Inspectorate and Advisory Service (HIAS)
- Specialist Teachers for hearing/visual impairment (as required)
- Outreach support from Special Schools (such as any special schools who have a Service Level Agreement with Hampshire SEN)
- Child and Adolescent Mental Health (CAMHS)
- Social Care
- Occupational Therapy (OT)
- Physiotherapy
- Speech and Language Therapy (SALT)
- School Nurse

Teachers and Learning Support Assistants have training in some areas such as speech and language, working memory, autism and dyslexia.

Two staff are currently undertaking Thrive Training and will be trained Thrive Practitioners by the end of Autumn Term 2023. Thrive is a trauma-informed approach to improving the mental health and wellbeing of children.

Our school does provide a small nurture group for some individual pupils following the 6 principles of nurture which has been made clear for pupils at CCJS.

At times, school may also commission support from specialist providers. These currently include:

- Outdoor Learning Staff
- Play Therapist and Trainee Play Therapist
- Pets as Therapy dog

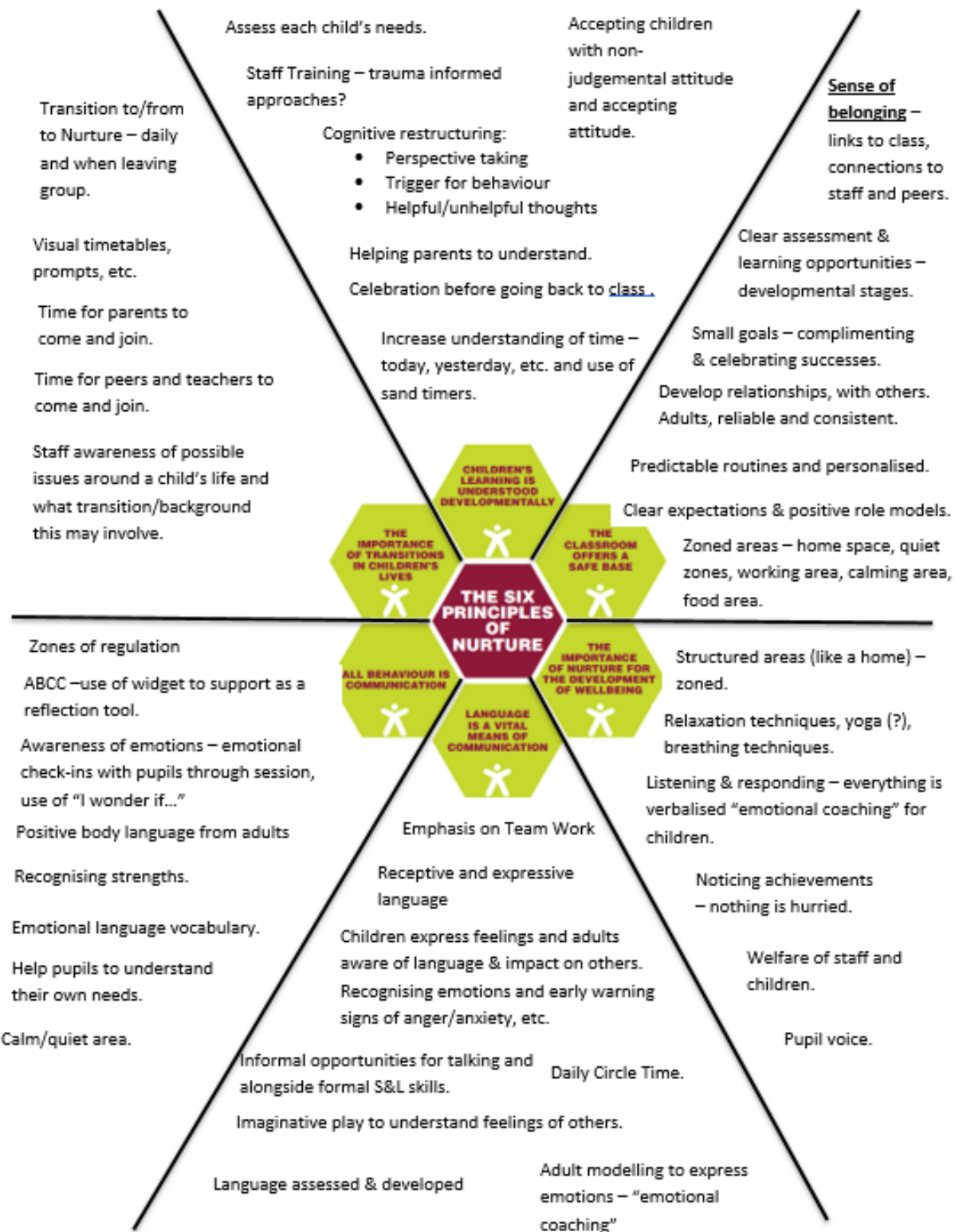
Our SENCO, ELSAs and TALA also attend termly supervision sessions.

Our school is looking to employ a TALA (a Trained Active Listening Assistant) later in the academic year to support with pupils' emotional wellbeing.

Our school can make referrals to other agencies, such as Child and Adolescent Mental Health Services (CAMHS), or counselling services such as Hampshire Youth Access, request support from Stop Domestic Abuse or a referral to Young Carers.

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Where specialists recommend resources for pupils to use, or where they are listed in the provision for a pupil with an EHCP, the resources are purchased or leased. Some equipment, such as pencil grips, wobble cushions, coloured overlays, coloured whiteboards, fiddle toys, etc. are held by the SENCO and given to pupils whose needs have been identified.



What arrangements are in place for Transition?

Transferring from one school, or class, to the next is a fundamental aspect of life. Some transitions maybe more difficult for pupils with SEND and carefully planned transitions are crucial to the success for all pupils, but particularly those identified as having SEND. Transition arrangements include approaches, such as:

- Having a good early exchange of information about academic, social, emotional and behavioural aspects as well as how their pupil learns best, what their strengths are and how they are most likely to achieve success
- collaboration between staff (SENCOs, Teachers and Learning Support Assistants) through visits to/from schools and classes by staff and pupils
- supporting individual pupils to apply strategies and recognise their needs, which should involve parent/carer support. The information you tell us about your child is of paramount importance to us and we committed to working in close partnership with parents/carers to ensure that children make the best possible progress and, just as importantly, feel happy at our school
- having specific arrangements in place that systematically target and plan for successful transition with a personalised approach. This may include additional visits, additional social stories, additional work with peers to help minimise any uncertainty and anxiety. Pupil voice is important and it maybe appropriate that discussions with pupils about what they find difficult is used to help support them
- For children transitioning from feeder Infant Schools to our school and from our school to local Secondary Schools careful transition opportunities, such as a 'taster days' are arranged for all pupils. During this time, the needs of pupils with SEND are carefully planned.

Some children may join/leave during the school year, such as pupils from Service families, by using the approaches listed above. Facilitating a smooth swift transfer between schools will help pupils secure good attachments.

If a child has been assessed as having a high level of need and has an EHC plan (EHCP) the Local Authority liaising with schools about the most appropriate placement and this often happens. As children with EHC plans progress through the school, parents/carers may consider special school provision and school staff will work with parents/carers to consider the options available.

We recognise how important it is that parents/carers participate as fully as possible in the decisions being made for the future of their child and in also being provide with the information and support necessary to enable participation and making informed choices.

In some cases, where a child does not have an EHC plan (EHCP) the Transition Partnership Agreement (TPA) may be used to action plan and support transition. The TPA is intended to support he process of ensuring that there is co-operative and a child-centred approach to meeting SEND need. Details can be found at [Transition | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/transition)

Admission arrangements are set by the School Admissions Policy.

What support is there for pupils with disabilities at Church Crookham Junior School?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

Children who may, at some point, be described as having SEND need, are important active and highly valued members of our school community. It is important that these children are engaged in activities in school, just as much as those in school who do not have SEND. The personalised approach to SEND provision means that some additional pastoral support may be provided to help ensure that the views of the pupils with SEND are included and that they have positive experiences.

Our school Accessibility Plan includes details of:

- The increasing extent to which pupils with disabilities can participate in the curriculum
- Improving the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided by school
- Improving the availability of accessible information for pupils with disabilities

Most classrooms are located on the ground floor. Where a pupil has not been able to access an upstairs classroom, provision has been made to move the classroom downstairs.

What support is there for pupils with Medical Conditions at Church Crookham Junior School?

Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. It is ensured that the SEND Code of Practice (2014) is followed.

Who is part of the SEND Team at Church Crookham Junior School?

All members of staff are part of the SEND Team at the school but there are specific roles which staff have and they are summarised, as follows:

Name	Role	Information
Ali Wilson	SENCO	Our SENCo has undertaken the Masters Level National Accredited SENDCo Award. She can be contacted directly at school.
Lois Hill	SENCO Assistant	Works alongside our SENCO to help ensure provision for our pupils with SEND is strong.
Danielle Bending	Deputy Headteacher	This role includes being assessment lead, Pupil Premium Lead, Deputy Designated Safeguarding Lead and deputising for the Headteacher.
Steve French	Assistant Headteacher	This role includes monitoring behaviour and attendance, supporting staff and pupils with learning and behaviour, as well as being the Designated Teacher and Deputy Designated Safeguarding Lead.
Michelle Wood	Inclusion Manager	Works with all aspects of Inclusion – attendance, behaviour and supporting learners in school.
Sarah Harris	Year 6 Year Leader	Year Leaders have responsibility for helping to provide an ambitious curriculum which meets the needs of all pupils.
Katie Price	Year 5 Year Leader	
Helen Armstrong	Year 4 Year Leader	
Megan West	Year 3 Year Leader	
Teachers		All teachers are teachers of pupils with SEND.
Support Staff		This includes Learning Support Assistants, ELSAs, HLTAs.

Who can I contact and what Support Services are available for Parents/Carers?

All teachers are teachers of children with SEND and the first point of contact is always the class teacher. It maybe appropriate for initial meetings to take place with parents/carers to include the Year Leader and/or SENCO or SENCO Assistant or another member of the Senior Leadership Team. Details of their roles are listed above.

There are also a range of support services, which may well help parents/carers in gaining additional advice or support. Details of some of these are included below:

Name of Organisation	Website Link	Details	SEN Level of Need
Hampshire Local Authority	Hampshire's Local Offer for Special Educational Needs and / or Disabilities Family Information and Services Hub	Hampshire’s Local Offer for Special Educational Needs and/or Disabilities provides information about education, health, social care, preparation for	All SEND

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Name of Organisation	Website Link	Details	SEN Level of Need
	(hants.gov.uk)	adulthood, leisure services and impartial information and advice.	
Children and Adolescent Mental Health Service (CAMHS)	Parents' A-Z Mental Health Guide Mental Health Advice YoungMinds	The A-Z guide gives parents/carers advice on how to help your child with their feelings and behaviour which includes autism, anxiety, gaming gender identity, grief, self-harm to name but a few.	SEMH
Hampshire and Isle of Wight Education Psychology (HIEP)	Educational Psychology Hampshire County Council (hants.gov.uk)	HIEPs offer a regular telephone service Tuesdays, Wednesday and Thursday 9.30-11am term time only on 01252 814729. They can provide information on a range of issues and share helpful resources, discuss SEN processes or signpost other professional contacts.	All SEND
Hampshire SENDIAS	www.hampshiresendiass.co.uk 0808 164 5504 info@hampshiresendiass.co.uk	Information, advice and support is available for parents of children and young people from birth to 25 years and children and young people themselves. The service operates to nationally agreed service principles, including impartiality of information and empowerment of parents, children and young people.	All SEND
Hampshire Youth Access (HYA)	Home - HYA (hampshireyouthaccess.org.uk)	Hampshire Youth Access (HYA) is a partnership of 10 leading agencies providing counselling, information, advice, and support to children and young people aged 5 to 17 across Hampshire. We also give advice and information to anyone concerned about a child or young person's emotional wellbeing.	SEMH
Beacon House Resources	Resources (beaconhouse.org.uk)	The resources here include guides on how to support children.	SEMH
Solent Children's Therapy Services which includes: Physiotherapy Speech and Language	ps://www.solent.nhs.uk/our-services/services-listings/childrens-therapy-service-southampton/	The Children's Therapy Service team works closely to support children and young people who need specialist help from one or more of the therapy services.	

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Name of Organisation	Website Link	Details	SEN Level of Need
Therapy Occupational Therapy			

Compliments, comments and complaints about SEND provision in our school should be made to the SENCO in the first instance. If a complaint is made then school complaints policy will be followed, should the matter not be resolved with the SENCO.

If you are wanting support, please do raise any concerns with school staff. This includes the class teacher, SENCO, Year Leader or Headteacher.

If the concern is about special educational needs, you can seek further support from <https://www.hampshiresendiass.co.uk/> who will provide impartial special educational needs and disability information, advice and support.

For any parents who have English as an Additional Language and their English fluency and understanding is hard, Hampshire EMTAS can provide some additional support. Parents can contact EMTAS directly if they need an interpreter for any other language by phoning EMTAS on 03707 794222 or email emtas@hants.gov.uk with your contact details and the language you speak.

What are the Arrangements for Monitoring and Evaluation?

The success of the SEND policy is evaluated through the Assess, Plan, Do, Review cycle, school self-evaluation and activities, such as:

- monitoring of classroom practice by the SENCO and Subject Leaders
- analysis of pupil tracking data and test results for individual pupils and for
- monitoring of procedures and practice by the SEND governor
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from pupils, parents/carers and staff, both formal and informal, following meetings to produce Learning Plans evaluating the impact and celebrating success

Review

The policy is reviewed annually and updated as necessary.

This policy was reviewed and updated January 2025. All the information and links included in this were correct at the time of publication.