Harestock Primary School

Special Educational Needs & Disability (SEND) Information Report for 2026-27.

Updated: July 2026

Review date: July 2027

Welcome to Harestock Primary School's SEND information report.

Harestock Primary is a mainstream school teaching children from aged 4 (Year R) to 11 (Year 6). We are committed to ensuring equality of education and opportunity for all pupils. We aim to develop a culture of inclusion and diversity within which all are able to participate fully in the life of the school. We are able to provide for children whose educational needs are suited to a mainstream environment. At Harestock we constantly strive to be as inclusive of SEND as possible.

We follow Hampshire guidelines for admissions. New parents are very welcome to make an appointment to visit school and meet with our Head Teacher and SENCo. Application for admission into the school is through the Hampshire County Council Admissions Team.

At Harestock Primary School we embrace the fact that every child is different and, therefore, the educational needs of every child are different; this is certainly the case for children with Special Educational Needs. We aim to nurture independent thinkers and equip them with the strategies, knowledge and skills to learn new things and the confidence and interest to want to learn more.

This report provides information about how we identify and support children with Special Educational Needs, including disabilities (SEND) and it aims to answer any questions you have about our provision for learners with SEND. For further information please contact us to speak with our Inclusion Lead/SENCo, Mrs Jo Clements.

We work in conjunction with Hamphisre SEND to support our children. Here is a link to their Local Offer for SEND:

https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6

1. How does Harestock Primary School know if children need extra help and what should you do if you think your child may have special educational needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:
"A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

a) *has a significantly greater difficulty in learning than the majority of others the same age, or*
b) *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

The four types of Special Educational Needs and Disabilities (SEND), decided by the Department of Education, are as follows:

Communication and Interaction	Cognition and Learning
Social, Emotional and Mental Health	Sensory and Physical

If a child has SEND 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 ordinarily available to all pupils.

Pupils at Harestock Primary School are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parent/carer
- Liaison with preschools/previous school
- Pupil performing significantly below age related expectations
- Concern raised by class teacher
- Liaison with external (outside) agencies e.g. Speech, Language and Communication concerns assessed by a Speech and Language therapist.

We recognise children develop and progress at different rates and that progress is not always at a steady pace. When a child is due to start at Harestock Primary School, we liaise with parents and professionals at their previous school or pre-school to ensure that we are aware of any concerns there may already be. We ask that parents are open with us to enable a two-way relationship, based on trust and information sharing, to be established and to develop and grow over time. This ensures that the needs of the child are closely met.

If you are concerned that your child may have SEND, it is important that you discuss this with their class teacher. They may pass on your concerns to Mrs Jo Clements, the Inclusion Lead, and key staff will work together, and in partnership with you, to make sure that your child receives appropriate and timely support. School can also arrange for support and guidance from outside agencies if necessary (a list of outside agencies that school can access can be found in section 13). Likewise, if school staff feel there is reason to raise a concern about your child regarding SEND matters we would contact you and discuss the most appropriate next steps.

At the end of Yr. R every child takes the Dyslexia Early Screening Test (DEST). This provides us with an indicator of whether your child is showing dyslexic tendencies. If we feel your child is at risk, intervention will be put in place in Yr. 1 to help support them to gain vital early reading, spelling and writing skills and strategies to support their independence. This test, or the DST-J in Key Stage 2, is also used across the school if concerns are raised about your child having problems developing fluent reading and writing skills. We always gain parental consent prior to screening.

2. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Teachers and support assistants are experienced in using a variety of Assessment for Learning techniques. This enables all staff to continuously assess children's knowledge and understanding during their lessons.
- In addition to these informal, on-going assessments, we also complete formal testing at different times throughout the year This includes; Yr. 1 Phonics screening, Yr. 4 Multiplication check and Yr. 6 SATs testing. In addition, children in Yr. 1, Yr. 2, Yr. 3, Yr. 4 and Yr. 5 take tests during and at the end of the year to assess their attainment and progress. Assessment weeks are embedded within each year group throughout the academic year.

- If your child is given any extra support, they will be assessed at the start and end, so we can be sure that work carefully matches their needs. Your child's progress will be monitored throughout the time they work on an intervention, and if we feel it is not working effectively, we will stop and put alternative support in place.
- Our school offers an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENCo to discuss how your child is progressing. We can offer you support and practical ways you can help your child.
- If your child is on the SEND register, they will have an Individual Support Plan (ISP) or Individual Behaviour Plan (IBP) which will detail their individual targets. This is discussed, and reflected upon on a termly basis by the class teacher with the child and parents are invited into school to review these as appropriate. Parents are then given a copy of the plan. Targets are set with the expectation that the child will be able to achieve them within a set time scale.
- When appropriate a home/school communication book will be used to communicate between home and school. This is to be used to relay important information as per a prior agreement made between the teacher and the parent.
- If your child has complex needs, they may be part of a Transition Partnership Agreement (TPA) or have an Education, Health and Care Plan, which means that, an additional formal meeting may take place to discuss your child's progress and a report will be written. A TPA is most likely to happen if your child is moving school. EHCP review meetings will take place annually.
- The SENCo monitors the progress made by all children who receive additional support. This allows her to identify which support strategies are most successful and where strengths and weaknesses for the provision of children with SEND are within the school.
- We have a named Governor for SEND - currently Mrs Sue Bignell. This governor is responsible for ensuring the school SEND policy is up-to-date and that children with SEND are making good progress. The SENCo also regularly reports to the full governing body. In this way, governors and the school leadership team are able to monitor and evaluate the effectiveness of provision for children with SEND.

3. How will the education setting staff support my child?

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

The SENCo is responsible for ensuring that:

- Teachers understand the needs of the children
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a child's needs
- There is high quality teaching for students with SEND with effective adjustmetns through ordinarily available provision
- Provision across the school is efficiently managed.

Class teachers are fully trained in variation and assessment for learning. This simply means we structure the lessons so that children of all abilities can access it through high quality teaching, including ordinarily available provision. Some of the techniques we use include:

- simplifying language
- making instructions shorter
- using a multisensory approach
- providing scaffolding (breaking up the learning into smaller chunks)
- using pre-teaching (priming your child for what they are about to learn)

- using post-teaching (reviewing what your child has learnt)

Sometimes, your child may require additional support to make progress across the curriculum, because they are below the expectations for their age. The class teacher is responsible for organising additional support for an individual or small group of students under the guidance and support of the SENCo. This could be in the form of phonics catch up groups or as pre-teach sessions for example.

4. How will my child be able to contribute their views?

Pupil's views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking pupil views:

- All pupils have daily opportunities for "pupil voice" within their classes through a variety of approaches, including Circle time & discussions with peers and adults. If your child has an Education, Health and Care Plan (EHCP), their views will be sought through discussion with a known adult before any review meetings.
- Class teachers will ensure that an ISP (Individual Support Plan) is written with the children at the beginning of each academic year and towards the end of each term as part of the review cycle. This document includes a 'This Is Me' section written with the child.

At these times, the children will have the opportunity to share their views on what they feel is working for them and what they would like to improve.

5. How will the curriculum be matched to my child's needs?

We aim for all children to make good progress and to achieve age expectations. We aim to make the learning relevant to all children and strive to match the learning interests of the children. We use the children's interests to help us engage them in their learning.

As stated, the class teacher monitors your child's progress in every lesson. They provide feedback in marking and verbally to your child. Through this feedback and monitoring, they are able to identify how well your child understands and pitch the learning at the correct level for them. Our regular testing and teacher assessment also helps to provide us with information that helps us match the learning to your child's needs.

In lessons, especially English and Maths, children are grouped by the needs of all children in the class, which allows us to focus the learning more specifically. Sometimes, groups will be supported by a Teaching Assistant (TA) or the class teacher, and sometimes they are required to work independently. Teachers carefully plan to ensure that the pitch and level of support provided is appropriate to meet the needs of all children. We adapt our plans throughout the week depending on how well the children do in the lessons.

We also consider the preferred learning style of every child and also their pastoral needs. We put in place support for the child's emotional well-being as a priority, as all children learn most effectively when they feel safe, trusted, listened to and valued. We strive to help all children see that learning is a two-way process and that they need to be an active participant rather than sit passively simply waiting.

Our termly pupil progress reviews with the class teacher, Headteacher and SENCo allow us to discuss all children and to ensure that we have the best provision in place to meet the needs of your child.

Examples of interventions, equipment, resources that school may allocate to match children's special educational needs:

- Specific IPad Apps to cater for individual needs
- Little Wandle SEND programme – a programme linked to the class Little Wandle core offer and in addition to Rapid Catch Up sessions which may also be used to address early literacy needs (phonics/rhyme/reading/writing)
- Individual speech programmes, created by a SALT and run 1:1 with a TA
- Individual occupational therapy (OT)/physiotherapy programmes run 1:1 with a TA
- Achieving Body Control (ABC)/Clever Bodies group OT programme to develop gross motor and core stability skills
- 'Time to Talk' puppet, book and game/'Socially Speaking' game and programme
- Little Wandle (Letters and Sounds) graduated phonics programme including 'keep up' and 'catch up' support
- Little Wandle spelling programme
- Little Wandle Fluency guided reading small group support
- ELSA (Emotional Literacy Support) resources
- Planned, pro-active use of calm, safe, sensory spaces
- Pre/post teaching
- Acceleread/Accelewrite to support children with dyslexic traits
- Precision Teaching
- Doodle Maths
- Number Stacks

This is by no means an exhaustive list and we are continuously researching new intervention programmes to ensure our SEND learners receive the best and most current programmes.

We use the following assessments in school to enhance our knowledge of a child's learning profile whilst discovering an individual's 'gaps' in knowledge and skills acquisition:

- New Salford – to assess reading and comprehension progress
- FFT Reading Assessment Programme (RAP)
- SPaR – to assess spelling progress
- Basic Number Screen – to assess maths knowledge and progress
- DEST/DST – to screen for possible dyslexic traits
- BPVS – to identify any delays in a child's vocabulary development – (can be used with non-readers)
- Year R SLCN screening tool – to assess receptive and expressive language development
- Little Wandle Reading Assessments
- White Rose Maths Assessments

6. How is the decision made about the type and amount of support my child will receive?

Our provision is organised to meet our children's needs, with the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age expectations.

The SENCo and Headteacher consult with class teachers and support staff, to discuss the children's needs and what support would be appropriate. There are always on-going discussions with parents/carers for any child who requires additional support for their

learning.

The first step in supporting your child will always be high quality teaching and learning within the classroom. If your child is not progressing then further support may be initiated according to the SEND Assessment Guide. The Graduated Approach is adhered to, as recommended by the SEND Code of Practice 2015, which involves the cycle of Assess, Plan, Do, Review.

'The Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND CoP 2015) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25, therefore covers all pupils at our school. It is encumbent on bodies such as Local Authorities, school governing bodies and local health boards (amongst others) that they must have regard to the SEND CoP 2015 when taking decisions.' SEN CoP 2015.

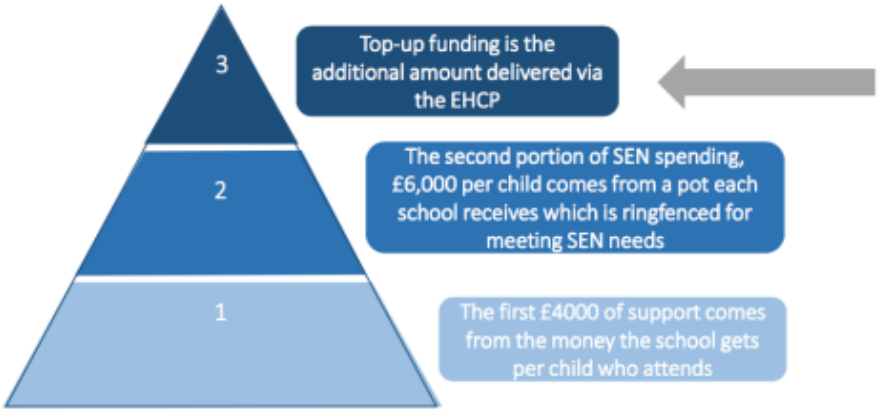
The underlying principles of the SEND CoP 2015 are located in Section 1, p19 and a useful Glossary of Terms starting on p278.

Should your child not make progress, despite the in-class adjustments and interventions arranged by the school then the school will seek further advice from specialists. In dialogue with parents throughout this process, the school may begin proceedings to apply for an Education Health Care Plan (EHCP). This is a collaborative process but proves to be most effective and successful when initiated by the school. The SENCo will invite parents, teachers and outside specialists for Education, Health and/or social support to contribute to the application.

This can be a lengthy process and ultimately the application has to be approved by the SEND team in the LA. Once approved, an EHCP containing needs and identified provision becomes a legal document and funding between the school and the LA is confirmed- by the LA. The information about the way EHCPs are funded is taken from the Hampshire Council Banding Framework - see below:

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- Pupils with SEN are funded through three funded elements.
- Top-up funding is the amount made available to a mainstream school to deliver the provision in an EHCP, over and above that which the school are expected fund themselves from their general funding.



The Banding Framework

There are 4 levels of SEN Funding within the framework, which means there are 3 top-up bands.

- Pupils will 'best fit' into one of the categories on the right.
- The values for each banding is shown on the next slide.

SEN Support (no EHCP)	• Young people who are well-supported without the need for an EHCP.
Targetted A & B (top up band 1)	• Young people who need some support across the day.
Enhanced A & B (top up band 2)	• Young people who need support most of the day.
Exceptional (top up band 3)	• Young people who require the highest level of support in a mainstream school.

What are the Banding values?

- The values for each band are set at the shown rates

Band description	Value
Targeted A	£984 p.a.
Targeted B	£2,089 p.a.
Enhanced A	£3,165 p.a.
Enhanced B	£5,244 p.a.
Exceptional	£7,999 p.a.

*These figures are correct at time of writing this report but are subject to change by the Local Authority.New figures are anticipated for 2026-2027.

7. How will my child be included in school trips and out of school activities?

Our policy and aim is that all children are included in all school trips and outdoor activities. If your child has difficulties accessing the learning on school trips, we aim to ensure that they are in a small group with the class teacher or TA so they can be supported. Sometimes, on very rare occasions, we ask a parent to attend school trips to help their child. Any concerns over physical disabilities are investigated prior to the trip and appropriate measures are taken to ensure every child can participate. Should any medication be required by your child during the school trip, the class teacher is responsible for administering the medication as directed by doctors.

A risk assessment and pre-visit trip are always undertaken prior to school visits. This ensures that children's health and safety will not be compromised. We seek advice from you, and where necessary professionals working with your child to ensure that all necessary measures are in place.

To alleviate concerns over residential trips, additional meetings are offered between the school, the parents and the activity centre as well as options for private tours. Through these additional meetings, often an individual risk assessment is drawn up to ensure all areas of need are carefully planned for. This is also shared with the centre and all adults involved. Staff show sensitivity to concerns and do their best to find solutions eg. additional toilet reminders, support in un/packing, support with reminders for equipment needed each day and (where possible) smaller room sizes situated near an adult. It is our ambition for all children to be able to access the residential to the fullest regardless of need or disability.

Children are supported by adults to ensure all the school grounds are accessible to them. All children are able to join age appropriate after school clubs. We foster strong links with outside club companies and meet with club leaders and parents to discuss specific needs and specialist provision required in order for that child to access the club. A risk assessment will be produced, shared and agreed by stakeholders. Children with SEND are carefully considered when planning out of school events such as fayres, productions, church visits and local walks. Pre-visits and social stories are two of the provisions that take place as well as an additional adult available if the child needs to leave the event.

8. What support will there be for my child's overall wellbeing?

The vision and ethos of our school is to provide an inclusive education in a safe, happy and secure environment. Therefore, all staff are responsible for the care and well-being of every child. The personal development of each and every child is of great importance to us. Our Senior Mental Health Lead is Mrs Jo Clements. The whole school takes part in wellbeing projects, lessons and assemblies. The school values are closely linked with wellbeing.

Wellbeing and mental health education permeates many areas of school life:

- Weekly Wellbeing assemblies
- Weekly PSHE lessons and RSE lessons
- Empowerment Approach linked lessons and assemblies
- School values assemblies and class sessions
- Quiet or sensory areas around the school
- Therapy support from outside providors may include counselling,music therapy, play therapy

Where children are having difficulties with social or emotional issues, we can offer support from our ELSA (Emotional Literacy Support Assistant), Mrs Parsons. She is trained by, and receives regular supervision support from, the Educational Psychology Team. Hampshire Services for Primary Behaviour Support and the Educational Psychologists provide us with advice and

strategies to further support children in school and where necessary, these are shared with relevant staff and parents.

Our ELSA is trained to deliver 'Good Vibrations' and runs these music therapy sessions for identified children. These are where sound and music is linked to opportunities to share throughts, feelings, wishes or worries.

SEND support can take time as it is imperative that the Graduated Approach has been followed and communicated appropriately so the school is sure the child is receiving the right support in the right place at the right time. SEND children are prioritised with additional, regular check-ins on their wellbeing throughout the day, starting at first point of contact.

We have excellent relationships with a number of outside specialists and seek advice and support regularly from them. These include: Speech, Language and Communication Therapist, Occupational Therapists, Educational Psychologists and Outreach Autism specialists.

We monitor children's behaviour and have a school policy for rewards where behaviour and attitude is rewarded rather than simply attainment. We take a restorative approach to any negative behaviours as we firmly believe that behaviour is a form of communication. Please refer to our behaviour policy on our school website for further information.

We closely monitor attendance and expect all children to have good attendance and punctuality. Where a child's attendance or punctuality is not good, we work alongside the family to support them in getting their child to school.

We have close relationships with the School Nurses who regularly come into school to support families or advise us on how best to support the children. We hold regular informal coffee mornings for any parents to meet and talk to the school nurses.

At lunchtimes, the children are supervised by fully trained TAs. This means that there is continuity between classroom and the playground and the children and their needs are well known to the adults.

At Harestock, we use the Empowerment Approach which teaches children about their 5C and brain needs and how to 'prep for best', which enables them to self-support in times of challenge.

9. What training is provided for staff supporting children with SEND?

All teachers are trained to deliver high quality teaching to all children. Where children with specific needs are in their classes, teachers and support assistants receive personalised training so they can fully support that child. Training for teachers and TAs is part of our continuous professional development and is tailored to meet the needs of the children in the school or known to be joining the school.

Mrs Jo Clements has been a Primary teacher for 35 years, has 26 years experience of being a SENCo and holds a Diploma in SEND. She regularly undertakes training to support her role as SENCo

The Headteacher, Mrs Aimee Dear, has received a wide range of training to support the management of SEND and to ensure that the needs of all pupils are met. This training is ongoing and determined by the needs of the pupils in school.

Mrs Parsons is a fully trained ELSA. She receives regular support from the Hampshire Educational Psychologist team.

Teachers and TAs work closely with a wide range of specialists to maintain standards in the delivery of specific interventions and in-class adjustments.

All our teachers and TAs are trained in delivering reading and spelling/phonic programmes. The school uses Little Wandle as the core scheme to teach Phonics and reading/spelling and all staff are fully trained in this.

All TAs receive training to support them in implementing specific interventions and on providing high quality classroom support enabling children to access the curriculum whilst developing independence.

If a new member of staff joins the school, we aim to provide the appropriate training to support children with SEND before their starting date or as early as possible within their work with the children.

If a child with specific needs joins the school, we work with the child, parents, early years setting or previous school and any services involved with the child to ensure the appropriate support and provision are put into place. If the child's needs were significant and different to normal, we may set up a Transition Partnership Agreement (TPA) where all individuals involved with the child meet together to formulate an action plan for the change in school setting.

10. How accessible is the school both indoors and outdoors?

The outside of our school is fully accessible to wheelchairs and we have one disabled parking bay located within the front playground. Parents or visitors to the school wishing to use this space should contact the school office to arrange safe access and ensure avavilability.

- The school is compliant with requirements as set out in the Equality Act 2010
- The main building is on one level with easy access, the main entrance has double width doors
- There is a disabled toilet and an area which can be used as a changing facility
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs. The SENCo manages a SEND budget, used to ensure that all pupils have access to adaptive/supportive equipment
- Our wrap-around provision (Breakfast Club and After-school Club) is accessible to all children, including those with SEND
- In respect to pupils with English as an Additional Language (EAL) we access support from HEMTAS and liaise with HEMTAS and visiting interpreters and parents/carers to ensure effective passage of information between school and home. This supports children and their families to become familiar with our school community and environment and feel safe and secure
- We have a named Governor responsible for over-seeing EAL provision
- Extra-curricular activities are accessible for children with SEND
- The school has an inside, dedicated quiet, calm space and our outside learning spaces are accessible on one level
- The gate to our pond is wheelchair accessible and decking around it makes it wheelchair user friendly

Should a child with additional needs join the school, we, in conjunction with outside agencies, Hampshire County Council and Parents, would discuss what provision needs to be made and aim to ensure the child's additional needs were met through agreed adaptations. The link to the Accessibility plan can be found on the school website.

11. How are parents involved in the school? How can I get involved? Who can I contact for further information?

Parents can be involved in the school in a number of ways; we value your involvement! Formal involvement includes attending our Parents' Evenings and end of year Open Evening. Parents can also attend the various curriculum workshops that take place over the course of the year.

New parents are invited to visit the school, have a tour and meet with the Headteacher to discuss their child's needs. In the Summer Term we also offer new parent information meetings and home visits to parents of children joining in Year R.

Parents of children with an ISP, are invited to a termly review meeting to discuss their progress and their next steps. Parents can take a copy of the plan away with them and use this to support at home. This takes place three times per year.
Parents are invited to make an appointment to meet the class teacher, or SENCo if appropriate, if you or your child's teacher has any concerns about your child's progress.

We aim to support communication with working parents and appreciate the difficulties with coming into school during the school day. We are open to discussing your child's needs by telephone conversation and we can use a home/school book to communicate where necessary.

A newsletter is sent out to all parents containing information such as whole school events and activities, diary dates, individual pupils' celebrations for behaviour and conduct, the current school values and sign posts to useful information such as online safety/parent group and courses.

At the beginning of each term, a half termly overview informing parents of what learning will be taking place over the forthcoming half term is published. We encourage parents to use this to support their child out of school. The parents are also invited to their child's outcome which is a celebration of their learning that half term.

We regularly hold pupil conference meetings where we talk to the children about their views and opinions on their school experience. We also invite children to contribute to their ISP and annual school report. Children are asked to assess and evaluate their learning and are involved in setting their next steps in learning targets.

12. What steps should I take if I have a concern about the school's SEND provision?

First, if you have a concern over SEND provision, you will need to talk to your child's class teacher and explain your concerns and make a plan of support with the teacher focusing on the needs identified. If you are working or unable to come into school, this can be done via the telephone, email or letter.

If you are still concerned, your next step is to speak to the SENCo. Following this, you can arrange a meeting with the Headteacher, if not all of your concerns have been addressed. At this stage we would hope to be able to resolve any issues

If you feel that the school is not doing their duty in resolving your concerns, your next step, would be to contact the Chair of Governors and, if you feel the Chair has not adequately addressed your concerns, you may wish to contact the Local Authority. Full details can be found in our Complaints Policy on the school website.

Please be aware that our priority is to fully meet the needs of all children. The Individual Support Plans are reviewed three times per year with parents, which includes the impact of any interventions or adjustments. If the provision in an ISP needs to be adjusted, we will discuss these with parents and alternative provision may be implemented. If a child has an EHCP, these objectives and the provision is reviewed throughout the year and at the annual review.

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

The school accesses a wide variety of services. This includes services from list below and from others as required:

- Primary Behaviour Service
- Specialist teacher advisor for hearing impaired children
- Hampshire Educational Psychology
- School Nursing Team
- Occupational Therapy
- Speech and Language Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health Support Team (MHST)
- Children's NHS Therapy Service

Different services are accessed as and when specific needs arise. If the class teacher raised concerns, the SENCo would work with the teacher to see if accessing an additional service would be of benefit to the child. We would then work with the parents and come to an agreement as to whether or not to request help. All outside agency support is sought as a result of parental permission.

Other professionals and organisations who provide support for us include:

- Specialist Advisory Teachers
- Early Help Hub
- Shepherds' Down Outreach Support
- Hampshire Children's Services

Additionally, the school liaises with and can refer parents/carers to the following agencies for information and support:

- SENDIASS, offering independent, free advice for parents of children with SEND: https://www.hampshiresendiass.co.uk
- IPSEA (Independent Parental Special Education Advice): https://www.ipsea.org.uk
- The National Autistic Society Hampshire Branch: http://www.shantsnas.org.uk/
- Hampshire Dyslexia: http://hantsda.org.uk/
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area

https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/shortbreaks/gatewaycard

- Hampshire & Isle of Wight Educational Psychology Service (HIEPS), which includes an advice phone line and bookable consultations for parents/carers and school staff: https://www.hants.gov.uk/educationandlearning/educationalpsychology
- Speech and Language Therapy service: https://www.solent.nhs.uk Hampshire Ethnic Minority and Travellers Advisory Service https://www.hants.gov.uk/educationandlearning/emtas
- School nurse team: https://hiowhealthcare.nhs.uk/
- Winchester Young Carers: https://winchesteryoungcarers.org.uk
- Friends of the Family, offering voluntary support for families who need help: http://www.fotfwinchester.org/
- Police Community Support Officers: https://www.hampshire.police.uk/policeforces/hampshire-constabulary/areas/careers/careers/police-communitysupport-officers-PCSOs/
- Winston's Wish, a national charity supporting families that have been bereaved: https://www.winstonswish.org
- Simon Says, a local charity supporting families that have been bereaved: http://www.simonsays.org.uk/
- SONUS, Hampshire Deaf Association: http://www.sonus.org.uk/
- NDCS, National Deaf Children's Society: http://www.ndcs.org.uk/

- CAMHS, Child and Adolescent Mental Health Service: https://www.sussexpartnership.nhs.uk/CAMHS
- THOMAS Outreach Programme: https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=fdGF8nQJGIQ
- Occupational Therapists https://www.hants.gov.uk/socialcareandhealth/adultsocialcare/occupationaltherapy
- County SEND Team https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page
- Bushy Leaze is a Children and Families centre which also signposts some useful organisations: https://www.bushyleaze.co.uk/useful-links-1/
- Autistic led support for Autistic children and families: https://www.koalacommunityhub.co.uk/
- Children's Well Being and Support Service: https://gpportal.westhampshireccg.nhs.uk/resource/the-childrens-wellbeing-service/
- SEND tips and advice - BBC Parents' Toolkit - BBC Bitesize
- Hampshire parents and Carers Network: http://www.hpcn.org.uk/
- The Playhouse Foundation: specialist provision and social inclusion for young people with autism: https://theplayhousefoundation.co.uk/

14. How will the school prepare and support my child to join the school, transfer to a new school or transition to the next stage in life?

Joining our school in Yr. R

A child about to join the school who has an existing recognised SEND will follow a specific transition programme involving parents, the current nursery setting, any specialists involved with the child and the new school. We will all meet to discuss the specific needs of the child and devise a Transition Partnership Agreement (TPA) together. This will then be reviewed in a follow up meeting mid-way through the first term with the parents, school, specialists and the preschool will also be invited to attend.

Most children with SEND transfer to us from local nurseries including Harestock Nursery. Our Reception teachers liaise closely and effectively with the nursery staff in local nurseries.

During the Summer Term, prior to joining the school, an information meeting and pack are provided for parents alongside opportunities to individually discuss your child's needs with the class teacher and SENCo. There are also a few SPLAT sessions (Stay and play) sessions where you and your child are invited to spend some time in class to get to know the adults that will be working with them and to meet new classmates.

At the start of the Autumn Term, home visits are offered, the class teacher and TA will visit you in your home to meet your child and talk informally with you.

Transitions within the school from class to class and new pupils arriving not in Yr. R

New pupils visit the school. Parents receive a guided tour with the HT or SLT member. They are invited to the school's transition sessions that occur the previous year if they are starting in a new school year.
Parents are issued welcome packs. The previous school are contacted by the SENCo to acquire previous reports and support plans and to discuss specific needs.

From class to class: three transition sessions take place in the second half of the Summer Term where children spend time in their new class with their new teacher. These usually take place in a morning and an afternoon for PSHE and wellbeing activities and one day for English and Maths and other activities. Class teachers (and SENCo as required) meet to discuss individual children including EHCPs, ISPs and Outside agency reports. The new teacher will meet with parents in September to discuss the new ISP for that term.

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

The Secondary School that we are in catchment for is Henry Beaufort and we work successfully and proactively with key staff to ensure that our young people begin Year 7 feeling as confident and prepared as possible.

We do recognise however, that children from our school transfer to a variety of different schools including Westgate and Kings. The SENCo will speak to these schools and ensure that they are invited to a TPA to provide a smooth, secure transition into Secondary School. Meetings with class teacher, SENCo, involved specialists, future SENCo are held to devise a TPA (Transition Partnership Agreement) where provision and adjustments are identified agreed. Often further visits to the school are made available for the child.

Should a specialist unit within a school be required, the school will support the application and transition to that school with the parents and specialists involved.

15. Where can I get further information about services for my child?

Your first point of contact **should always be your class teacher**. Once you have spoken to your class teacher, you can also contact our SENCo.

In addition, the list of organisations in Section 13 is also a good source of information.

The information in this Special Educational Needs and Disability Information Report is accurate at the time of writing and will be reviewed/amended throughout the course of the year/as appropriate. If you feel something is not correct, please come in and speak to us.

The next review date is July 2026.

A new Information report will be co-produced by a SEND focus group of stakeholders in 2026.

Glossary of terms

- ASD – Autistic Spectrum Disorder
- Barriers to learning – What specific need is preventing the child from progress
- ELSA – Emotional Literacy Support Assistant
- Education, Health and Care Plan (EHCP) – used to be called statements. The EHC plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals.
- Fine Motor Control – how well a child controls smaller movements such as writing and cutting with scissors.
- Gross Motor control – how well a child controls bigger movements such as rolling or running
- HQT – High Quality Teaching.
- Intervention Programme – extra support, either one to one or in a small group, for children significantly behind in an area of learning.
- ISP – Individual Support Plan – created in conjunction with children, parents and the class teacher. The SENCO monitors and offers advice with these regularly.
- TA – Teaching Assistant
- Next steps – targets set by teachers for the children to achieve
- SATs – Statutory Assessment tests (these take place towards the end of Year 6) Scaffolds – resources to help children in lessons (similar to using arm bands when learning to swim), will be gradually removed as the child progresses SEND – Special Educational and Needs

and Disability SEND support – Personalised support for children with Special Educational and Disability needs

- SENCo – Special Educational Needs Coordinator (The person in school responsible for coordinating provision for children with SEND)
- SEND register – register of children in the school with SEND and what their needs are. Used by the SENCO to help coordinate interventions and provision for children.
- SpLD – Specific Learning Difficulty (such as Dyslexia)
- TPA – Transition Partnership Agreement – An annual meeting between parents, school and any outside agencies involved with the child to make a plan to support thechild. These usually take place when the child is moving to a different school or setting