

Itchen Abbas Primary School

Special Educational Needs & Disability (SEND) Information Report

Updated September 2025 by Mrs S. Parsons, Special Educational Needs Coordinator (SENCO)
Review date: September 2026

Introduction

Itchen Abbas Primary School is a mainstream primary school. We teach children from aged 4 (Year R) to 11 (Year 6). We are able to provide for children whose educational needs are suited to mainstream school. We aim to be fully inclusive. As our building was built in the Victorian Period, we are restricted by the physical nature of our beautiful building and therefore, we currently do not have the facility to provide for children with more severe physical needs. We follow Hampshire guidelines for admissions. New parents are welcome to look round the school and speak to our head teacher. Application for admission into the school is through Hampshire County Council Admissions Team.

This information report will provide parents with information regarding how the school identifies and supports children who have Special Educational Needs, including disabilities. (SEND).

This year the Information Report was produced with collaboration from a parent of children with SEND, focus group and the governor responsible for SEND, Sharon Priest and was completed in November 2024. Parents and the governor responsible for SEND will be invited to review this policy the Autumn term, after which, the policy will be updated to reflect their views, as required.

This report aims to answer any questions you might have about the provision for SEND at Itchen Abbas. We have also provided a SEND Assessment Guide (Appendix 1) to help provide clear, accurate information for everybody.

The headteacher, Mr. Bogan is the designated person for Looked after children (LAC) and works closely with the SENCO. Those LAC children with SEND are supported in the same way as all children with SEND and follow the Graduated Approach of Assess, Plan, Do, Review cycle.

For more information, please come in and speak to our SENCO, Mrs Sarah Parsons.

A link to Hampshire Local Offer is found on the school's website under Inclusion and SEN.



Services for children and young people with Special Educational Needs and Disability

If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada

Itchen Abbas Primary School Special Educational Needs Flow Chart 2025-26



Concerns raised by class teacher or

Class teacher to inform SENCO of concerns. Is the child making good progress or attaining in line with age related expectations?

NO

YES

Child placed on Amber Support.

Child to continue to receive "Ordinary and Available Provision (OAP) which includes High Quality Inclusive Teaching (HQIT) & this will be reviewed after 4 weeks.

Class teacher to identify specific barriers and an Amber Support Plan will be created alongside parents & the SENCO.

Class teacher to meet & discuss with SENCO & parents to review progress.

NO

YES

At 4 weeks, Amber Support to be reviewed with parents & SENCO, if still in place. A review could happen before 4

No further action required at this stage.

Child is now making

Child is not making progress.

The SENCO may extend Amber Support if progress is slow but evident.

Support, additional to and different from others now needs to be implemented.
Child added to the SEN register.

Option

Specific long term and medium term outcomes are set for the child.
The class teacher will set and review these targets with parents and the child each term.
The SENCO will monitor and assess the impact of support.
Children may come on and off the SEN register. There will be two options if removed from SEN

Child is not making progress.

Specialist advisors and outside agencies may be invited into school to offer support and advice.

Child is not making progress.

Request for an Education Health & Care Plan may be sought.

SENCO:
Mrs. S Parsons

SEN Governor:
Mrs. S Priest

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

At Itchen Abbas Primary School, we recognise that children develop and progress at different rates and that progress is not always at a steady pace. When a new child is due to join the school, we will liaise with the pre-school or other school to ensure that we are aware of any concerns there may already be. We will have conversations about the child and have their assessments and information about the child sent to us. Wherever possible, we will visit the setting. We ask that all new parents are open with us to enable a two-way relationship to be established.

If you are concerned that your child may have special educational needs, it is important that you discuss this with your class teacher. Likewise, the class teacher may raise a concern. The class teacher will raise any concerns with the school Special Educational Needs Coordinator (SENCO) who is currently Mrs Sarah Parsons. If you are concerned that your child may have special educational needs, it is important that you first discuss this with your class teacher.

The SENCO will help arrange for support and guidance from outside agencies such as the Educational Psychologist or School Nurse, if appropriate. The school accesses support from all outside agencies available to us through Hampshire County Council (a list of these agencies can be found in Section 13).

If your child is recognised as having SEND, his / her name will be added to the SEND register and appropriate provision will be made. We recognise that children's needs frequently change and our provision should reflect this. The purpose of any additional support is to help your child reach age expectations. Once your child has reached this threshold he / she will be removed from the SEND register. If at any point they fall behind again, they will be placed back on the register. (See our flow chart for more information).

At the end of Year R, every child takes the Dyslexia Early Screening test. This provides us with an indicator of whether your child is at risk of having dyslexic tendencies. If we feel a child is at risk, intervention is put in place during Year 1 to help support your child in reading and spelling. This test is also used across the school if concerns are raised about your child having dyslexia.

For more information, please see our SEND Assessment Guide (Appendix 1).

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. 2

and Yr. 6 SATs testing. In addition, children in Yr. 1, 3, 4 and 5 take tests at the end of the year to assess their attainment and progress.

- If your child is given any extra support, s/he will be assessed at the start and end, so we can check that work carefully matches the child's needs. Your child's progress will be monitored throughout, and if we feel it is not working, 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 have 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.
- 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 Sharon Priest. 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
 - 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 inclusive teaching. 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 EHCP or Statement of SEND, 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.
Here 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 in previous sections, 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.

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. See the flow chart at the beginning of this report for more information.

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, 2014](#), which involves the cycle of Assess, Plan, Do, Review.

'The Special Educational Needs and Disability Code of Practice: 0 to 25 years (SEND CoP 2014) 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 incumbent on bodies such as Local Authorities, school governing bodies and local health boards (amongst others) that they must have regard to the SEND CoP 2014 when taking decisions.' SEN CoP 2014.

The underlying principles of the SEND CoP 2014 are located in Section 1, p19 and a useful Glossary of Terms starting on p278.

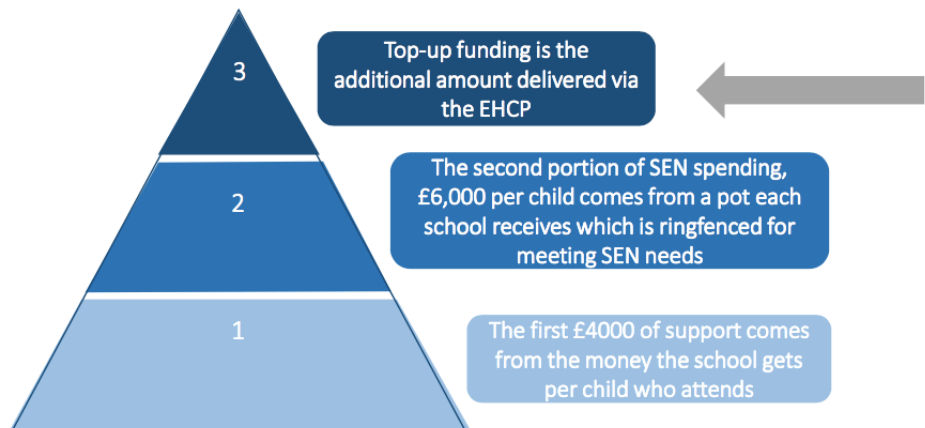
Should your child not make progress, despite the in-class adjustments and interventions arranged by the school then the school will seek further advice from specialists. In dialogue with parents throughout this process, the school may begin proceedings to apply for an Education Health Care Plan (EHCP).

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 Hampshire Council Banding Framework- See below:

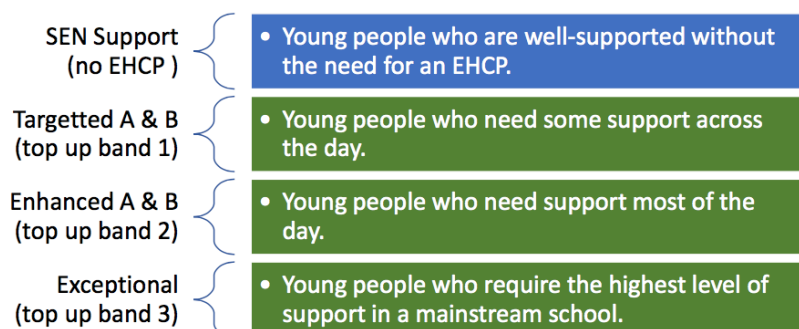
- Pupils with SEN are funded through three funded elements.
- Top-up funding is the amount made available to a mainstream school to deliver the provision in an EHCP, over and above that which the school are expected fund themselves from their general funding.



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.



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.

(Currently, most of our pupils are typically awarded a Band description of Targeted A.)

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 afterschool clubs. We foster strong links with outside club companies and meet prior 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 welly walks. Pre-visits and social stories are 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 well-being?

- 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. We have a Senior Mental Health Lead- Mr Barraclough- has been appointed. 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
 - Daily Storm Break - linking physical activity with mental health.
 - Weekly PSHE lessons and RSE lessons
 - School values assemblies and class sessions
 - Wellbeing activities during PLT
 - Quiet or sensory areas in each class
- Where children are having difficulties with social or emotional issues, we can offer support from our trained TALA (Therapeutic Active Listening Assistant), Mrs Webb and ELSA (Emotional Literacy Support Assistant), Mrs Banks. Both are trained by, and receive 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.
- 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 need by regular check-ins on their wellbeing throughout the day and starting at first point of contact.
- We have excellent relationships with a number of outside specialists and seek advice and support regularly from them. They usually charge a fee for their support and are very busy so it can take up to 6 weeks for a visit to be booked in. 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 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.

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.
- The SENCO, Mrs Parsons has achieved the National Award for Special Educational Needs (NASENCO) and regularly undertakes training which is relevant to current needs in the school.
- The Headteacher, Mr Rob Bogan, 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 Banks is a fully trained ELSA. She receives regular support from the Educational Psychologist.
- Mrs Webb is a fully trained TALA.
- 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 for Phonics.
- TA's have been trained in supporting children with hearing impairments and some staff have received HI awareness training.
- 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 joined 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 during 08:00 and 08:30 and/or 14:45 and 15:15 should contact the school office to arrange safe access.
- Indoors of the building are not fully accessible for wheelchairs. The building dates from the Victorian period, and would require a number of ramps to be built to make it wheelchair accessible. We currently do not have a disabled toilet or changing facility. One toilet is equipped with a grab rail.
- All classrooms and the hall have had acoustic panelling added. This provides sound insulation to support children with hearing impairments.
- 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 the school would aim to ensure the child's additional needs were met.
- The link to the [Accessibility plan](#) can be found on the school website under Inclusion and SEN.

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 Head teacher to discuss their child's needs. In the Autumn 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 four times per year.
- Parents are invited to make appointments to meet their class teacher or SENCO as required. If you or your child's teacher has any concerns about your child's progress, there is a detailed process in place which is described in the Special Educational Needs Flow Chart that you can view on page 2.

- 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 recent learning for each class that week, 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 half term, the newsletter contains a half termly overview informing parents of what learning will be taking place over the forthcoming half term. 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 also request that parents support their children with their homework. More information can be found in our homework policy.
- 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 focussing 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 Head Teacher, 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
 - Children's Therapy Service Solent NHS

- 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: andoverandwinchestersn@southernhealth.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/>
- Hampshire and Isle of Wight Police Constabulary: <https://www.hampshire.police.uk/contact/af/contact-us-beta/contact-us/>
- Look up your Local Bobby: <https://www.hampshire.police.uk/police-forces/hampshire-constabulary/areas/campaigns/local-bobbies/>
- 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://hampshirecamhs.nhs.uk>
- THOMAS Outreach Programme: <https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=fdGF8nQJGIQ>
- Occupational Therapists: <https://www.hants.gov.uk/socialcareandhealth/adultsocialcare/occupational-therapy>
- 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/>
- Autistic led support for Autistic children and families: <https://www.koalacommunityhub.co.uk/>
- Primary Behaviour Service, Children's Well Being and Support Service: <https://www.bushyleaze.co.uk/>
- [SEND tips and advice - BBC Parents' Toolkit - BBC Bitesize](#)
- Hampshire parents and Carers Network: <http://www.hpcn.org.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 Itchen Valley Montessori Nursery. Our reception teacher is in close liaison 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 '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.

- New pupils visit the school. Parents receive a guided tour by 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. Previous school are contacted by the SENCO to acquire previous reports and support plans and to discuss specific needs.
- From class to class: two transition sessions take place in final weeks of the summer term where children spend time in their new class with their new teacher. These usually take place over 1 afternoon for PSHE and wellbeing activities and one morning for English and Maths 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 well in conjunction with them so they start in Year 7 feeling happy and safe.
- We do recognise however, that children from our school transfer to a variety of different schools including Perins, 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.

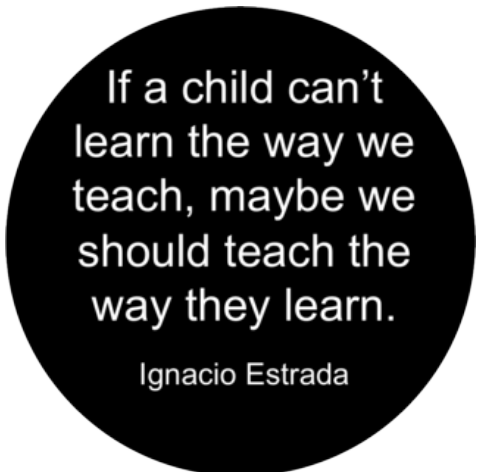
The information in this Special Educational Needs Information Report is accurate at the time of writing and will be reviewed/amended throughout the course of the year/as appropriate. If you feel something is not correct, please come in and speak to us.

The next review date is September 2026.

A new Information report will be co-produced by a SEND focus group of stakeholders in 2028.

Glossary

- **ASD** – Autistic Spectrum Disorder
- **Barriers to learning** – What specific need is preventing the child from progress
- **ELSA** – Emotional Literacy Support Assistant
- **EHCP - Education, Health and Care Plan** – 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 2 and 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 the child. These usually take place when the child is moving to a different school or educational setting.



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Ignacio Estrada



SEND Assessment Guide

All parents and carers want the best for their child. When a child has additional needs, or is finding their learning tricky, parental anxiety can be heightened. We aim to work closely with parents to ensure that all children are well supported and that parents are informed and understand the processes involved. We hope this will alleviate worries.

At Itchen Abbas, we use a graduated approach in line with the SEND Code of Practice (2014) and Hampshire guidance.

- Most children's educational needs will be met by high quality teaching in the classroom.
- Some children may not make as strong progress or attainment as anticipated. They may require a short period of extra help. We call this **Amber Support**.
- Some children will be making little progress and attaining well below their peers. They will need something additional to and different from their peers to help them progress in their learning. This can be for a short period of time or longer. This is called **SEND** support.
- A small number of children (nationally lowest 2%) may need a statutory assessment and additional support to help them make progress. This is where the child may be eligible to receive an EHCP.

This can all be very confusing, so this leaflet aims to provide clarity on how we assess the level at which a child is working and help parents understand what support they should expect.

All pupils are taught through High Quality Teaching

High quality teaching is the skilled, professional assessing, planning and teaching that is required from all teachers.

Although not a checklist, it will include:

- Highly focused lesson design with sharp objectives based on accurate, in-depth assessment of children's starting points and progress within each objective.
- An understanding of any barriers to learning that may hinder the child and the implementing of personalised strategies to support the child.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk, both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

In most cases, high quality teaching will enable children to make good progress and attain in line with age expectations.

Amber Support Plan

If a child is not making good progress or attaining in line with age expectations, our first response is to place them on an **Amber Support Plan**.

This means that the high-quality teaching may include some additional support to overcome a specific barrier to learning but the child does not meet the criteria for the SEND Register.

The additional support we will offer your child can include:

- The SENCO will hold discussions with the class teacher to provide additional strategies to support the child's learning.
- The SENCO will evaluate the child's learning to identify any barriers to learning and the most significant next steps which will have the greatest impact on learning.
- The child may receive pre-tutoring before a lesson to cue them in to the learning.
- The child may receive post-tutoring to review what they have learnt and clarify any misconceptions.
- Reward charts may be used to help motivate, praise and celebrate success.
- Small group or 1:1 work during lessons.
- The use of personalised scaffolds to support the child in their learning.
- A specific intervention for an identified area of need.
-

SEND Support

High quality teaching, differentiated for the individual child, is the first step in responding to children who have or may have SEN. At this stage, the child will also require support which is additional to and different from, their peers.

At Itchen Abbas, we follow Hampshire County Council's guidance and checklist to identify whether the child's needs are a significant barrier to learning and therefore they need to be placed on our SEND register. We will discuss our concerns with parents and listen to the concerns and views of parents in our assessments.

There are four categories of SEND as identified in the SEND Code of Practice.

1. Cognition and learning (Including specific learning difficulties such as Dyslexia).
2. Social, emotional and mental health difficulties.
3. Communication and Interaction (which include Speech and Language and Autistic Spectrum Disorder).
4. Physical and sensory.

These children will be placed on our SEND register and an ISP will be written collaboratively by the teacher, child and parents. The ISP will include targets specific to the special educational need, outlining how this need will be met and reviewed regularly. Our aim is that, through additional support, the barriers to learning will be overcome and the child be removed from the register. Following the criteria, it may become necessary for the child to go back on the register at a later date.

Our SEND policy will provide more information on the provision provided. Specific information on each of these areas of need, can be found on the next page of this booklet.

Education Health Care Plan (EHCP)

An EHCP is for those children who, despite intervention and SEND support, their difficulties are still causing significant barriers to learning.

Where either the SENCO, class teacher and / or parents have serious concerns regarding their child's attainment and progress and feel a statutory assessment for EHCP could be the next step, a meeting will be set up with parents, SENCO and class teacher to review the child's difficulties.

The child's needs will be assessed against the Hampshire's Criteria for Statutory Assessment. This will clarify whether the level and range of needs are considered appropriate for an EHCP and where admission to specialist provision may be regarded as a possible placement.

The criteria build on the general criteria for assessment provided in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years, issued by the Department for Education (DfE) in 2014. Decisions regarding statutory assessment and admission to specialist provision will be made as part of a continuing assessment and review process of individual children's needs, as recommended in the Code of Practice.

Involving Specialists

Where a pupil continues to make less than expected progress, despite SEND support and interventions, the school may involve specialists, including from outside agencies.

The school will involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially (2 years) below those expected of pupils of a similar age, despite SEND support.

The school may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. Parents will always be involved in any decision to involve specialists.

Specialist could include:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services,
- Therapists (including Speech and Language therapists, Occupational therapists and Physiotherapists)



Monitoring and assessing of SEND

High quality teaching, support for SEND and the implementation of EHC plans, are monitored and assessed by the SENCO and the Head Teacher. School Governors, including the designated Governor for SEND, have the responsibility to challenge School Leaders and ensure that all children are making the most progress possible.

Areas of Need for SEND

Cognition and learning and or Specific Learning Difficulties

Hampshire criteria states that children with this difficulty:



- will achieve a standardised score of less than 78.
- may have difficulty in attaining in aspects of learning despite appropriate intervention.
- will have a rate of progress which is slow and will be working substantially below that expected for children of a similar age (2 years below age expectations).
- may have specific learning difficulties (SpLD) and/or motor skills delay.
- may have difficulty in understanding concepts, and may exhibit memory and processing difficulties.
- may lack motivation to learn and have a limited concentration span.
- may also be socially and emotionally immature and have limited interpersonal skills, including low self-esteem.

Specific learning difficulties (SpLDs) affect the way information is learned and processed. They can have a significant impact on education and learning and on the acquisition of literacy and numeracy skills. SpLD is an umbrella term to cover a range of frequently co-occurring difficulties, more commonly:

- Dyslexia
- Dyspraxia
- Dyscalculi
- Auditory Processing Disorder

Social, emotional and mental health difficulties

Hampshire criteria states that children with this difficulty:



- have social, emotional or mental health difficulties, these may substantially affect their behaviour and regularly create barriers to their own learning or that of others.
- may experience a range of difficulties in acquiring the social and emotional skills that are necessary to succeed.
- may persistently experience these difficulties despite differentiated learning opportunities and the strategies usually employed to promote positive behaviour.
- may have behaviours which manifest over time, these may include: distractibility, failure to make anticipated progress, poor relationships, frustration, non-co-operation, lack of emotional literacy, withdrawal and non-attendance for a variety of reasons.

Communication and Interaction

Hampshire criteria states that children with this difficulty:



- may have language and communication difficulties which create a barrier to learning and/or impedes the development of social skills and relationship
- may have areas of speech, social communication, language, fluency skills which are not age appropriate and/or consistent with peers.
- may have disordered/delayed receptive and/or expressive language.
- may also have disordered or delayed speech, so that social interactions are limited and this may result in frustration, stress and/or challenging behaviour.
- may have difficulty in understanding and/or expressing emotions, abstract and non-literal language, inference, social interactions all of which could result in ritualistic and/or rigid behaviours.
- may have any of the above result in challenging behaviours, school refusal, difficulty in forming relationships, frustration or anxiety.

Hampshire criteria states that children with Autism will:

- will have difficulties with communication, social interaction and flexible thinking which cause barriers to learning and the development of positive social relationships despite the provision of differentiated learning opportunities.
- may have difficulties which includes: inappropriate obsessive rigid and/or ritualistic behaviours; receptive and expressive language difficulties; hyper/hypo sensitivity to sensory input; and significant anxiety and self-esteem issues.
- may have difficulty in recognising and/or understanding emotions.

Physical and sensory

Hampshire criteria states that children with this difficulty:



- have an identified physical disability that causes barriers to learning. This may also affect the development of emotional well-being and self-esteem.
- will need additional support (often with an adult) to overcome barriers to learning, personal care and transfers between specialist equipment.
- may require: specialist equipment relating to their disability and advice from the Specialist Teacher Advisory Service; and adult support to access the curriculum, manage their condition and personal care, and move safely within the environment.

Glossary of terms:

- SEND – Special Educational Needs including Disability
- ISP – Individual Support Plan
- SEND support – Personalised support for children with Special Educational and Disability needs
- EHCP – Education and Health Care Plan
- Barriers to learning – What specific need is preventing the child from progress
- Next steps – targets set by teachers for the children to achieve
- Scaffolds – resources to help children in lessons (similar to using arm bands when learning to swim), will be gradually removed as the child progresses
- ASD – Autistic Spectrum Disorder
- SpLD – Specific Learning Difficulty (such as Dyslexia)
- SENCO – The Special Educational Needs Co-ordinator

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Hampshire
LOCAL OFFER

Services for children and young people with Special Educational Needs and Disability