



Shamblehurst Primary School
Special Educational Needs and Disabilities (SEND)
Information Report



At Shamblehurst Primary School our motto, Together We Can, is strengthened by our values of Respect, Curiosity, Courage and Pride, through which we aim to promote the spiritual, moral, social and cultural development of all our children, helping them to develop an understanding of positive relationships, have courage to stand up for what is right and embrace one another's differences.

For more information please see our Special Educational Needs Policy 2026/27.

What is the Local Offer? What will it do?

Since September 2014, Hampshire County Council, along with all other local authorities, are required to publish information about services available in their area in order to support children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND). This is called the 'Local Offer'.

The Local Offer outlines all services and support available across health, education, social care and leisure services and its aim is to improve choice and transparency for families.

Further information can be found at:

<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>

How does the school know if CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Our SENDCo is Miss Katie Edwards, who can be contacted via the school office (01489 782342), or by email –admin@shamblehurst.co.uk. She is available to discuss any matters relating to Special Educational Needs or Disability (SEND) in the school. Mrs Jones – Head Teacher - is also available to discuss any child in the school, including those with SEND; she can be contacted via the school office.

At Shamblehurst Primary School children with SEND are identified through the SEND identification pathway set out below, in our SEND policy and on our website:

Additional help will be put in place appropriate to the needs of the child. All children with SEN will be on a register for their needs and parents will be informed when they are put on or removed from the register.

How can I let the school know if I am concerned about my child?

- Talk to us – firstly contact your child’s class teacher.
- If you need to take the matter further please talk to the SENDCo –Miss K Edwards.
- If you are still unhappy you can speak to the Deputy Headteacher Sally Mohamed or Anna Jones Headteacher.
- If you need to discuss the matter further please contact a governor please contact the SEND governor or the Chair of Governors via the school office. If your issue is still not resolved, then please refer to the Local Authority.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- A copy of our complaints policy can be found on the school website.

How will the school support my child?

The first level of support is from the class teacher, who will ensure your child is well supported through Quality First Teaching. This ensures teaching is building on what your child already knows, carefully checking your child’s progress and planning extra support where needed, all within the classroom. Different methods of teaching are in place so that your child is fully involved in learning within the class and is able to make sustained progress. This is often called Wave 1 support.

In addition to Quality First Teaching, the class teacher may organise extra group support. These are often called ‘intervention’ or ‘booster’ groups. This type of support is available for children who have specific gaps in their understanding. These groups are run by teachers or learning support assistants (LSAs) outside of ‘normal’ lesson times. This is often called Wave 2 support.

For some children, a more intense, personalised support is required on a 1:1 or small group intervention basis. The school has a wide range of 1:1 and group support programmes available, including speech, learning and emotional behaviour support. All LSAs implementing these programmes are trained on the specific techniques and there is always a pre and post assessment to monitor the impact of the programme on your child. This is often called Wave 3 support.

For a very small percentage of children with significant needs and who have statements or an Education Health Care Plan (EHCP), small group support is provided during lesson time and in exceptional circumstances 1:1 may be provided for periods in the day. This is to enable your child to access learning. The level of support depends on the recommendations in the EHCP. It may not be constantly provided throughout the day to ensure that children maintain some independence and do not become isolated from their peers.

Occasionally a pupil may need more expert support from an **Outside Agency**, such as a Speech and Language Therapist, Educational Psychologist or the Primary Behaviour Service. These services are able to offer specialist, expert advice to home and school. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents /carers.

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

- Learning tasks within the classroom are pitched at appropriate levels to ensure that all children can access the curriculum.
- Tasks may need to be differentiated. This may mean that there are a range of access strategies and levels of work which are designed to match children's specific needs.
- When a child has been identified with additional needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- LSA time and practical, individual resources may also be allocated, as appropriate, to enable your child to access the curriculum. Some children will access the curriculum by alternative methods and record their work differently too, making good use of the augmentative technology such as laptops and tablets.
- Alongside this support, each term teachers will update Assess, Plan, Do, Review documents which set out provision for pupils with SEND and will be updated to monitor and track progress and to review impact. These will be shared with you at your face to face additional SEND parents meetings which happen 3 times a year.
- Teachers meet with the SENDCo every term to review the progress your child is making, how current support is impacting on their learning and plan any further support required.
- If appropriate, specialist equipment may be given to a child, e.g. writing slopes.

How will I know how my child is doing?

- As a school we measure children's progress in learning against National Expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods including Early Year Foundation Stage Profile (EYFSP), National Curriculum Age Expectations, Reading and Spelling ages etc. For those children who are not able to access their age related curriculum objectives, Pre Key Stage assessments are used to assess their progress at the end of each Key Stage. For some children, they may not be able to access this, for these children the 'Engagement Model' or the Autism progression framework is used.

Please see the link below for more information on Pre Key Stage 1 Standards:

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

Please see the link below for more information on Pre Key Stage 2 Standards:

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

Please see the link below for more information on the engagement model:

<https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model>

- Children who are not making expected progress are picked up through Pupil Progress Meetings, with the year group adults and a member of the Senior Leadership Team (SLT). In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- Once on the SEND register, as well as being able to discuss your child's progress at the usual opportunities, such as Parents' Evening, you will be invited for 3 additional parents evenings which have a specific focus on your child's Assess, Plan, Do Review cycle. During these

meetings, the targets that have been set are reviewed with you. It is important to attend these meetings so that you are able to support your child at home, working towards these targets. Additional appointments can be made to speak in more detail with the class teacher or SENDCo through the school office. All reports provided by outside agencies will be shared with you.

How will the school help me to support my child at home?

You will receive a copy of the Assess, Plan, Do, Review document and the class teacher will provide you with ideas that you can follow to help your child at home. In addition to this, the SENDCo and any outside agencies involved may also offer further strategies or suggestions. Where appropriate, the school will be able to signpost you to agencies that can give additional support at home and complete referrals, as required.

What support do you have for parents of children with SEND?

- At Shamblehurst Primary School, we offer an open door policy where you are welcome at any time to make an appointment at reception to speak to your child's class teacher. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- We believe that your child's education should be a partnership between parents and teachers. Regular communication is important to us all for our children but especially so if your child has additional needs.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have at SEND surgeries which run on a Wednesday.
- All information from outside professionals will be discussed with you and with the person involved directly or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Our Pastoral lead Mrs Barlett, can be used as a first point of call for any concerns you may have as a parent. She works on Monday, Wednesday and Friday.
- We hold regular coffee mornings where staff are available to talk to.

What support will there be for my child's overall well-being?

We provide support for pupils to improve their emotional and social development in the following ways:

Our Emotional Literacy Support Assistant (ELSA) completes programs with children, developing their emotional and social skills as part of weekly sessions or on a 'light touch' basis. This is Mrs Bartlett and she will be able to deliver these sessions from March 2027.

Games Club/Court Yard club and Chat and Chill are alternative provisions which take place at lunch times to support children with developing social skills to enable them to transfer these skills onto the playground when playing independently.

In line with our behaviour policy the SENDCo and 1 other staff member run a Reflection Room at lunch time which supports restorative practice.

We offer an alternative pathway for children who need help to develop their executive functioning skills and an understanding of themselves. We call this provision the POD. The POD aims to move children from co-regulation to self-regulation enabling pupils to be successful not just in school but within their community.

We work closely with any agencies that can offer further support with regard to children's emotional and social needs, such as the Primary Behaviour Support team and Educational Psychologist, and can access a counsellor for KS2 children with more complex issues.

Pupils with SEND are encouraged to take part in our Pupil Voice and our Buddy programme, where pupils support other pupils on the playground at playtimes and lunch times.

Members of the SEND and Senior Leadership team support pupils over lunchtime who need additional support.

For children with medical needs, all relevant staff receive appropriate training and liaise closely with medical support. Where relevant, as long as a Medicine Consent Form is completed, prescribed medicine can be administered in school.

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

At times, it may be appropriate to work with outside agencies to receive more specialised expertise. You would always be consulted before an outside agency was contacted.

The agencies accessed by the school include:

- Children's Therapy Team including Speech and Language Therapist, Occupational Therapist, Physiotherapist
- Primary Behaviour Service
- Shepherd's Down Outreach
- Specialist Advisory Teachers for example, Hearing Impairment Advisory Service, Visual Impairment Advisory Service, Communication and Language Team
- Childhood and Adolescence Mental Health Service (CAMHS)
- Educational Psychology
- Health professionals for example the School Nursing Team
- Communication and Interaction Team
- No Limits Counselling.
- Waterloo Outreach - SEMH
- Wolverdene Outreach - SEMH
- Health professionals for example the School Nursing Team, Community Nursing Team

How are the staff in school helped to work with children with SEND and what training do they have?

- The SENDCo is available to support the class teachers in planning for children with SEND.
- As part of the performance management cycle, the school has a training plan for all staff to improve teaching and learning of children, including those with SEND. This includes whole school training on SEND.
- Individual teachers and support staff may attend training run by outside agencies tailored for them to ensure they are able to best support the children in their care who may have more

uncommon or more complex needs. This is alongside the support and advice offered by outside agencies.

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

Activities and school trips are available to all at Shamblehurst Primary School. Health and safety risk assessments are completed and adjustments are made through discussion with parents, to ensure children are able to access the trip or activity. These adjustments or preparations may include things, such as a social story, to prepare a child or a parent accompanying the child.

How will the school prepare or support my child when joining Shamblehurst Primary School or transferring to a new class or school?

When joining the school:

- The Headteacher or Deputy Headteacher, and where appropriate the SENDCo, will meet with you prior to your child beginning at the school.
- The school will then communicate with the previous school/nursery to ensure the best provision is put in place and preparations can be made.
- Your child will be offered introductory sessions to help ease the transition and, where required, an integration timetable can be set up, slowly increasing the length of time spent in school.

When moving to a new class:

- All feeder and receiving teachers meet to discuss each child in the class, where information is handed over. Parents will discuss transition at their child's last additional SEND meeting of the academic year.
- The school has a transition cycle that includes opportunities for all children to meet their new teacher on a range of occasions. The younger the child the more opportunities are provided.
- There is also a planning meeting held between the receiving teacher and the SENDCo to ensure all SEND information is shared and appropriate plans made to ensure a smooth transition. This may include observing the child in the current class or planning additional opportunities for the child to meet the new teacher so that they become familiar.
- A photo transition booklet and social story will be made for each Year Group and posted on Seesaw. Identified children, who need further details will have a bespoke social story provided on their Seesaw profile and a hard copy given to parents if appropriate.

Moving to a new school:

- The SENDCo at Shamblehurst will contact the SENDCo at the new school to ensure that they are aware the child is coming and share relevant information and advice with both schools and the family on the best methods of support. Where appropriate, a meeting will be held to plan the transition.
- The school will support the child if they are going to the new school for additional visits, will read any social stories provided and allow the child opportunities to discuss their worries and concerns.
- All relevant information will be sent as soon as the receiving school notifies us that the child has begun.

- For some children in Year 6, the school Pastoral lead will run a detailed transition programme which includes additional opportunities to be familiar with the secondary school and meet staff.

How are the school's resources allocated and matched to my child's additional needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on need.
- From 2026, the school will also be allocated Inclusion funding. Please see our inclusion strategy for details on how this is currently being used to support all pupils in our school.
- Additional provision may be allocated after discussion with the class teacher and SENDCo at SEND Meetings. Teachers are also able to refer if a concern is raised at another point in the term.
- Resources can include physical resources or deployment of staff.
- Children with Education Health Care Plans may have specific allocations in terms of resources and additional adult support. These will be met in full.

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

These decisions are made in consultation with the class teacher and SENDCo. Decisions are based on termly tracking of pupil progress, as a result of assessments, including those by outside agencies, and other evidence provided by the teacher or parents. Reviews are held termly and, as concerns are heightened or decrease, provision is adapted accordingly.

How will I be involved in discussions about planning for my child's education?

All parents are strongly encouraged to contribute to their child's education.

This may be through:

- Discussions with the class teacher, especially where targets are shared
- Parent consultations
- Discussions with the SENDCo or other professionals

The school will make every effort to cater for parents' availability.

Who can I contact for further information?

The named SENDCo is Miss Katie Edwards

Miss Edwards works Monday-Friday, but teaches interventions flexibly across the school.

The SENDCo can be contacted via the school office on 01489 782342 or emailed at the following address:

katie.edwards@shamblehurst.co.uk