Greatham Primary School
Special Educational Needs and / or Disabilities Information Report 2026

This is our school SEND Information Report. It has been developed in collaboration with school staff, parents and governors, and is reviewed annually by the SENDCo, Headteacher and Governing Body to ensure it remains accurate and reflects current practice.

Our vision is rooted in a community where we feel safe, valued and inspired. Through curiosity, determination and self-belief, we are empowered to achieve and build strong foundations for our futures.

Values:

Care- we create a safe, inclusive and nurturing community where everyone belongs and is respected.
Aspire- we create a learning environment where we develop self-belief, curiosity and determination.
Achieve- we create opportunities to be successful in learning and build strong foundations for the future.

Our overarching aim is to create an environment of encouragement, acceptance and respect, where individual achievements are celebrated and the needs of every pupil are recognised. We strive to provide a supportive and inclusive atmosphere in which all children feel valued and are able to thrive.

As a school, we are committed to preparing our pupils for life in modern Britain and ensuring that every child is supported to achieve. We work closely with children, parents and carers to provide appropriate support for pupils with Special Educational Needs and/or Disabilities (SEND).

We value open communication and strong partnerships with families. If you would like further information about any aspect of our SEND provision or this report, please do not hesitate to contact the school. We will always be happy to discuss how we can best support your child and your family.

1.The kinds of special educational needs for which provision is made at Greatham Primary School

Greatham Primary School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. We create individual pathways to learning and recognise that all children are unique and that learning may therefore require personalisation.

This means that equality of opportunity is fundamental to our approach. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.

We are committed to providing all pupils with the opportunity to achieve the highest possible standards. We recognise that some children may require additional support to help them access learning and reach their full potential. Where this is the case, appropriate strategies and support plans will be implemented to meet their individual needs.

We acknowledge that children may experience Special Educational Needs at some point during their school career. For some pupils these needs may be temporary and require short-term support, while others may need ongoing assistance throughout their time in school.

At our school, we aim to provide a supportive and inclusive environment where pupils are equipped with the strategies and skills needed to overcome barriers to learning. We are committed to ensuring that all pupils have meaningful access to the curriculum and are supported to make progress in line with their individual abilities.

Our school provides support for pupils with a wide range of Special Educational Needs and Disabilities (SEND), including needs in the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

We aim to ensure all pupils have equal access to a broad and balanced curriculum.

Children may be identified as having SEND through:

- Teacher observation and assessment
- Monitoring pupil progress data
- Discussions with parents or carers
- Information from previous schools or nurseries
- Screening assessments
- Advice from external professionals

Where concerns arise, the school will follow a **graduated approach to support**.

2. Information about Greatham Primary School's policies for the identification and assessment of pupils with special educational needs

Qa. How does Greatham Primary School know if my child needs extra help?

- Concerns are raised by the parents/carers.
- Concerns are raised by the child.
- Concerns have been raised by pre-school setting / Infant school / previous school.
- Concerns are raised by teachers, Head Teacher and Special Educational Needs and Disabilities Coordinator.
- The child is making limited progress in a particular area/s against age expected levels.
- The analysis of school progress and achievement data, including formal tests.
- The child has carried out a diagnostic test that indicates need.
- There is a change in the child's behaviour or progress.
- External agencies have identified that the child needs extra support.

Qb. What are the roles of staff in supporting my child?

- The class teacher has overall responsibility for the progress and development of all pupils in their class, including those with Special Educational Needs and/or Disabilities (SEND). They will oversee, plan and work with each child requiring additional support to ensure appropriate strategies are in place and that progress is monitored carefully.
- High-quality teaching, also known as Ordinarily Available Provision, is the first step in supporting pupils with additional needs and should be consistently in place for all learners within the classroom. This includes differentiated teaching, adapted resources, clear and concise instructions, visual supports, and

structured learning opportunities to help pupils access the curriculum alongside their peers.

- Ordinarily Available Provision also involves careful scaffolding of learning, chunking tasks into manageable steps, modelling and guided practice, and regular checking for understanding. Teachers may use strategies such as visual timetables, now-and-next boards, word banks, writing frames, concrete resources, and pre-teaching of key vocabulary to support understanding and engagement. In addition, it includes creating a predictable and supportive classroom environment, using consistent routines, flexible seating or movement breaks where appropriate, and providing additional processing time for pupils who need it. Staff should also make use of ongoing formative assessment to identify barriers to learning and adapt teaching accordingly. By ensuring these approaches are embedded in everyday classroom practice, pupils with additional needs are better supported to develop independence, confidence, and meaningful access to learning, reducing the need for more specialised interventions.
- Where additional support is required, a Learning Support Assistant (LSA) may work with your child either individually or as part of a small group to support their learning and help them develop specific skills.
- The SENDCo (Special Educational Needs and Disabilities Coordinator) oversees the provision for pupils requiring additional support across the school. They work closely with class teachers and support staff to ensure that appropriate strategies, interventions and monitoring systems are in place.
- The SENDCo, class teachers and Headteacher meet termly to hold Pupil Progress Meetings. During these meetings, the progress of pupils in each class is reviewed. These discussions help identify pupils who may be experiencing difficulties so that appropriate support or intervention can be planned.
- In some cases, a child may require more specialised support from external professionals. With parental consent, the school may seek advice from services such as an Educational Psychologist, Speech and Language Therapist, Parent Support Advisor or counsellor. The school works in partnership with these professionals to provide targeted support and ensure the best possible outcomes for your child.

Qc. What do I do if I think my child has special educational needs? How will I raise concerns if I need to?

- Talk to us – contact your child's class teacher as the initial point of contact for responding to parental concerns
- If appropriate, contact Miss Sarah Trussler who is the SENDCo or Head Teacher.

3.Information about Greatham Primary School's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans including

(a) How the school evaluates the effectiveness of its provision for such pupils

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Q. a). How does the school evaluate the effectiveness of its provision for such pupils? How does the school know how well my child is doing?

• As a school, we measure pupils' progress in learning against national expectations and age-related expectations.

• Class teachers continually assess each child's learning, identifying areas of strength as well as areas where additional support may be needed. From entry in Reception through to the end of Year 6, pupils' progress is tracked using a range of assessment methods, including National Curriculum expectations and regular phonics and spelling assessments.

• Each pupil's progress is monitored individually. Assessment information is recorded by the class teacher and stored on the school's data tracking system so that progress can be analysed carefully over time.

• Pupils who are not making expected progress are identified through termly Pupil Progress Review meetings between the class teacher, headteacher and the SENDCo. During these meetings, staff discuss any barriers to learning and agree appropriate strategies or additional support to help pupils make progress. If your child is discussed at one of these meetings, parents will be informed.

• The school regularly evaluates the impact of any additional support or interventions through careful monitoring of pupil progress and ongoing discussions between staff. Provision may be adapted or adjusted to ensure that it continues to meet the needs of the child.

• If a child is identified as having Special Educational Needs and is placed on the SEND Register, they will have a **Personalised Learning Plan (PLP)**. This plan outlines specific outcomes and strategies to support the child's learning. When the PLP is reviewed, progress towards each outcome is evaluated. If an outcome has not been achieved, staff will consider the reasons for this and may break the outcome into smaller steps or implement different strategies to support further progress.

• The Governing Body is kept well informed about SEND provision within the school. Governors receive termly updates through the Headteacher's report, and the SENDCo reports regularly on SEND developments and pupil progress. The school's SEND Governor, Sue Godby also receives updates and visit the school to monitor SEND provision and support the ongoing development of inclusive practice.

• We operate an open-door policy, and parents are always welcome to make an appointment to meet with the class teacher or SENDCo to discuss their child's progress. During these meetings, we can provide advice and practical strategies to support learning at home.

• We believe that your child's education is most effective when it is a partnership between home and school. We communicate regularly, particularly for pupils with complex needs, to ensure parents are fully informed and involved.

• When appropriate, we use a home-school link book which your child brings home regularly. This allows teachers and parents to share observations, updates, and feedback, promoting consistent support for learning.

• Pupils on the SEND Register will have a Personalised Learning Plan (PLP) or an Individual Behaviour Plan (IBP). These plans outline specific outcomes for your child, which are SMARTER: Specific, Measurable, Achievable, Realistic, Time-scaled, Evaluated, and Reviewed. Plans are regularly reviewed and updated to reflect progress and new learning needs.

• Parents are invited to attend parents' evenings, curriculum workshops, and open days for new families, providing opportunities to discuss their child's progress and ways to support learning at home.

• Meetings with external agencies (such as Educational Psychologists, Speech and Language Therapists, or other professionals) are arranged as required to provide additional guidance and support for your child's learning.

• If your child has complex SEND and an Education, Health and Care Plan (EHCP), an annual review meeting is held to formally discuss progress and update the plan. A report outlining achievements and next steps is provided to parents and all relevant professionals.

• Where appropriate, pupils with SEND may be eligible for additional support during statutory assessments (such as extra time or alternative arrangements). Decisions regarding access arrangements are made in line with Department for Education criteria and discussed with parents according to the child's year group and individual need.

3.(c) The school's approach to teaching pupils with special educational needs

• The class teacher is responsible for planning and delivering learning for all pupils. Lessons are designed to be inclusive and accessible, with adjustments made to meet individual needs.

• All staff are trained to adapt learning in response to pupils' needs, ensuring that each child can access the curriculum and make progress. This includes using a range of teaching strategies, visual supports, and resources tailored to individual learning styles.

• When a child is identified as having Special Educational Needs and/or Disabilities (SEND), the class teacher and SENDCo work together to discuss the child's needs and agree the most effective support. This ensures that learning is accessible and meaningful for each child.

• Support may include additional general guidance from the class teacher, targeted support from a Learning Support Assistant (LSA), or access to specialist resources and equipment as appropriate.

• The level of support for each child varies and may change over time. Parents are kept informed and involved in ongoing discussions about the support their child receives.

• For children with specific needs in areas such as literacy, numeracy, handwriting, or spelling, small focus groups or one-to-one interventions may be provided. Interventions are delivered by the class teacher or LSA and are designed to be time-limited and targeted, based on the child's individual needs.

• The progress of children receiving interventions is regularly monitored by all involved, including the child, to assess the effectiveness of the support and inform future planning. Pupils are actively encouraged to reflect on and contribute to their learning progress.

• Once it is agreed that a child no longer requires a particular intervention, their progress continues to be closely monitored to ensure that gains are sustained and further support is provided if necessary.

3.d. How the school adapts the curriculum and learning environment for pupils with special needs

Q. How will the curriculum at Greatham Primary School be matched to my child's needs?

- Greatham Primary School makes all reasonable adjustments to meet the range of special education needs which pupils have in our school. All curriculum work is adapted according to child's specific needs. This includes adapting the curriculum at a group and individual level. Teaching staff and LSAs may provide extra targeted support. All children will be enabled to access each lesson and learn at their level.

3.e. Additional support for learning that is available to pupils with educational special needs

Q. How is a decision made about what type of and how much support my child will receive?

• Decisions about the type and level of support your child receives are made through ongoing discussions between school staff, parents, and, where appropriate, the child.

• The class teacher, in collaboration with the SENDCo, assesses the child's individual needs and determines the most appropriate support to enable access to learning and progress.

• Different children require different levels of support, which may change over time as needs develop or progress is made. Support is always tailored to the individual and reviewed regularly.

• Where children meet specific criteria, additional arrangements for statutory assessments (such as extra time) will be provided in line with Department for Education guidance.

• The school is committed to ensuring that all children with SEND are supported to the best of the school's ability, within the resources available.

• The teacher, together with a team of Learning Support Assistants (LSAs) deliver targeted programmes to meet the needs of groups of pupils or individuals. These programmes, known as interventions, are planned carefully and monitored to ensure they improve progress.

• The impact of interventions is closely tracked, and provision is adapted as necessary to ensure it meets each child's needs effectively.

• Additional resources and specialist materials are provided where appropriate to support specific needs.

• The school budget for SEND is allocated according to need. Pupils with the most complex needs receive the highest level of support. Support can be provided through a variety of measures.

3.f. Activities

• All children are included in every part of the school curriculum, and we aim for full participation in school trips and off-site activities. We provide the necessary support to ensure these experiences are accessible and successful for all pupils. Please refer to the Educational Visits Policy for further guidance.

• Prior to any off-site activity, a risk assessment is carried out to ensure the health and safety of all participants. In the unlikely event that it is deemed unsafe for a child to take part, the school will provide alternative activities in school that cover the same curriculum areas, ensuring no pupil misses out on learning opportunities.

• A variety of extra-curricular activities take place before, during, and after the school day. Some activities may be age-specific, and therefore not open to all pupils. For all other activities, barriers to participation are considered and removed wherever possible, ensuring that pupils with SEND have equal access to enrichment opportunities.

• For pupils who require additional support to enjoy break and lunchtimes, the school will provide an individual action plan and appropriate provision, promoting positive social interactions and ensuring that all children can take part in a happy and safe environment.

3.g. Support that is available for improving the emotional and social development of pupils with special educational needs.

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

• As an inclusive school, we welcome and celebrate diversity, and all staff recognise that high self-esteem and a positive sense of wellbeing are crucial to children's learning and development. Our caring and supportive team works to ensure every child feels valued and safe.

• The class teacher has overall responsibility for the pastoral, medical, and social care of every child in their class. They are the first point of contact for parents regarding any concerns about their child's wellbeing.

• Where additional support is needed, the class teacher liaises with the SENDCo to identify strategies and interventions. This may involve collaboration with external agencies, such as the Mental Health Support Team, Health and Social Services, or the Behaviour Support Team.

• The school also employs an Emotional Literacy Support Assistant (ELSA) who works under the direction of the Headteacher and SENDCo to provide targeted support to individual children during the school day.

• We maintain a positive approach to behaviour management, supported by a clear and consistent reward system that is followed by all staff and pupils. Please refer to the Behaviour Policy for further details.

• For children experiencing behavioural difficulties, an Individual Behaviour Management Plan (IBMP) is developed in collaboration with the child and parents. The plan identifies specific challenges, outlines relevant support, and sets achievable targets.

• Attendance and punctuality are closely monitored. Lateness and absences are recorded and reported to the Headteacher, and good attendance is actively encouraged and celebrated throughout the school.

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

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Young Governors which has an open forum for any issues or viewpoints to be raised.
- Children who have Personal Learning Plans (PLPs) jointly discuss the outcomes they will work towards
- If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.
- The SENDCo spends time talking individually to children with special educational needs to seek their views and this is used to further improve opportunities for them.

Q. How does the school manage the administration of medicines if needed?

- The school has a policy regarding the administration and managing of medicines on the school site. Please refer to the school website.
- Parents need to contact the Admin Officer if medication is recommended by Health Professionals to be taken during the school day.
- The Admin Team generally oversees the administration of any medicines
- As a staff we have regular briefings about conditions and medication affecting
  individual children so that all staff are able to manage medical situations.

4.The name and contact details of the SEN Coordinator

Miss Sarah Trussler is Greatham Primary School's SENDCo . Contact her through the school office on 01420 538224

5.Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

Q. What training is provided for staff supporting children and young people with Special educational needs and disabilities?

•Greatham Primary School recognises that staff training and professional development are essential to ensure all children with SEND are fully supported to reach their potentia

• Teaching staff and Learning Support Assistants (LSAs) have received training in supporting a range of specific needs, including the delivery of targeted programmes and interventions, to build expertise across the school.

• When a child joins the school with SEND that staff have not previously supported, additional training is organised to ensure that all staff are fully equipped to meet that child's needs effectively.

• One member of staff is trained as an Emotional Literacy Support Assistant (ELSA) and receives regular supervision from an Educational Psychologist to provide high-quality emotional support to pupils.

• All LSAs have received training in delivering reading, spelling, phonics, lego therapy, sensory circuits and mathematics programmes, as well as experience in implementing Speech & Language Therapy programmes provided by therapists.

• Members of staff have also received training in supporting pupils with Dyslexia and in occupational therapy strategies, ensuring that pupils with a wide range of SEND can access the curriculum successfully. We have also taken part in the Hampshire PINS projects (Partnership for Inclusion in Neurodiversity).

• Ongoing training is provided to ensure staff remain up to date with best practice in SEND provision and can respond effectively to the individual needs of all children.

6. Information about how equipment and facilities to support children and young people with SEND will be secured

Q. How accessible is Greatham Primary School?

- As a school we are happy to discuss individual access requirements
- The school has a disabled toilet and the main building is suitable for wheelchairs.
- We liaise with Specialist Teacher Advisors (eg specialist teacher advisors for visually impaired/hearing impaired children) and families for advice and to secure provision, and advise on specialist supportive equipment and how the environment may be adapted to suit a child with SEND

7. The arrangements for consulting parent carers of children with SEND about, and involving such parent carers in the education of their child

Q. How are parent/ carers currently involved in Greatham Primary School? How can I get involved and who can I contact for further information?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- Parents / carers are invited to attend new parents meetings, open mornings, parent learning sessions etc.
- The class teacher will meet with parents at least termly to discuss child's needs, support and progress, results of assessments carried out, and how to support at home.
- If a child has been identified as having a Special Educational Need, they will have a Personal Learning Plan (PLP). Clear outcomes which the child will work towards within a set period of time, are set. PLPs are monitored by the class teacher and child.
- The SENDCo / Head Teacher is available to discuss support in more detail
- When a child has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Approaches to learning include whole class, group and individual.
- Learning Support Assistants (LSAs) may be allocated to work with a child in a one-to-one or small focus group to target more specific needs.
- We use our Reading Records as home / school link books where needed for regular contact between school staff and parents / carers.
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8. The arrangements for consulting children with SEND about, and involving them in, their education

Q. How are children currently involved in Greatham Primary School? How can I get involved and who can I contact for further information?

- Greatham Primary School places a high importance on ensuring that children with special educational needs are able to contribute their views, particularly in relation to provision for them and their thoughts about how they can best be supported in their own learning.
- We ensure that their voice is heard and they are actively involved in the decision making process regarding their learning.
- We encourage and provide support to children to enable them to do this.
- Children who have personal learning plans (PLPs) regularly review targets with their class teacher to jointly discuss their learning needs and any additional support.
- If your child has an EHCP (Education Health Care Plan) their views will be sought before any review meetings.
- The SENDCo spends time talking individually to children with special educational needs to seek their views and this is used to further improve opportunities for them.
- Specialist staff that we work with, e.g. Educational Psychologists, also ensure that children's views and opinions about their own needs and learning are sought and acted upon.
- If appropriate outside agencies will meet with parents to discuss child's needs and assessments, support and progress
- If appropriate, specialist equipment may be given to a child e.g. writing slopes, concentration cushions, pen/pencil grips etc will be available to support children.
- If your child has complex SEND they may have an EHCP, which means that a formal meeting will take place to discuss your child's progress and a report will be written.

9. Any arrangements made by the Governing Body or the proprietor relating to the treatment of complaints from parent/carers of pupils with SEND concerning the provision made at the school

Q. What steps should I take if I have a concern about Greatham Primary School's SEND provision?

• At Greatham Primary School, we operate an open-door policy and encourage parents to speak with us if they have any concerns. We recognise that effective communication between school and home is essential to support your child's learning, progress, and wellbeing. Your views are important to us, and we will always work to address concerns as quickly and constructively as possible.

• If you have a concern about your child's education or SEND provision, the first point of contact is your child's class teacher, who can discuss your concerns and work with you to find a solution.

• If you feel further discussion is needed, you may contact the school office to arrange a meeting with the SENDCo, Miss Trussler who can provide additional guidance and support regarding your child's needs.

• Should you remain dissatisfied after speaking with the class teacher and SENDCo, you can follow the school's formal complaints procedure, details of which are available on the school website or from the school office.

10. How the School and Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils.

Q. How does the School and Governing Body involve other services to support pupils with SEND?

- In a support and challenge role, the Governors ensure that the school is an inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all statutory policies as defined by the DfE
- Individual members of school staff have undergone specialist training for supporting children with physical needs, visual impairment, social and emotional needs, speech and language needs
- As a school we are able to access a range of outside agencies that we feel are relevant to individual children's needs within our school including – GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, social services including Locality Teams and social workers, Educational Psychologists, Primary Behaviour Support, CAMHs (Child and Adolescent Mental Health), MHST (Mental Health Support Team and Specialist Teacher Advisors etc.

11. Greatham Primary School's arrangements for supporting pupils with SEND in transferring between phases of education.

Q. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education?

- We encourage all new children and parents / carers to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current setting.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we may arrange additional visits or meetings with school staff.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We liaise closely with outside agencies
- Children with an Education Health Care Plan (EHCP) will identify secondary school preference in year 5. The SENCO from the chosen secondary school is invited to attend a meeting to discuss plans to put into place for transition.
- If your child has complex needs then an TPA (Transition Partnership Agreement) is used at a transition meeting during which we will invite staff from both schools to attend.
- We review the environment and resources to match the needs of the child.

12. Information on where the Local Authority's Local Offer is published.

Q. Where do I get further information about services for my child?

- Every school in England is required to publish their own SEN Information Report.
- This document is Greatham Primary School's SEN Information Report and it describes and explains what our school can offer to children with Special Educational Needs and / or Disabilities. This links to the "Hampshire Local Offer".
- The Hampshire Local Offer is where Hampshire Local Authority is required to publish information about services they expect to be available in their area for children and young people from birth to 25, who have special educational needs and/or disabilities (SEND), and also the services outside of the area which they expect children and young people from their area will use. The Local Offer will put all the information about health and care services, and support groups in one place. It aims to provide clear, comprehensive and accessible information about the support and opportunities that are available.

- This is the link to Local Authority Local Offer www.hampshirelocaloffer.info

13. The contact details of support services for parents of pupils with SEND

Q. a. Who else can I contact for more support?

For further information contact the Local Authority Local Offer - Connect to Support Hampshire Home | Hampshire CTSH . This has a comprehensive list of contact details for local health and care services, and support groups in one place.

- Contact IPSEA (Independent Parental Special Education Service) www.ipsea.org.uk

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

- Contact the School Admin office to arrange to meet the SENDCo, Miss Trussler who would willingly discuss how the school could meet your child's needs. We look forward to meeting you and your child.