

Greatham Primary School
Special Educational Needs and / or Disabilities Information Report 2025

This is our school SEND Information Report. It was originally written with our school staff, parents and governors and is reviewed annually by the SENDCo, Headteacher and Governors.

Our mission is to **inspire** children and leaders in a school where every child is known and able to learn without limits so they can achieve success

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive. As a school we believe in preparing our children for life in modern Britain and will do all that we can to support your child with Special Educational Needs and / or Disabilities as well as your family. Please do not hesitate to come to talk to us if you would like any more information about any of the points contained in our report.

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 giving all our children every opportunity to achieve the highest of standards. Therefore, some pupils require us to support them in different ways and plans will be put in place to enable this to happen. We acknowledge that children will have special educational needs at some time in their school career. For some

children these will be temporary needs that may need a little extra support for a short period in order to overcome them, whilst others may require help throughout their time in school. Greatham Primary school aims to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the National Curriculum.

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 will oversee, plan and work with each child with SEND to ensure that progress is made
- There may be a Learning Support Assistant (LSA) working with your child either individually or in a group.
- The SENDCo oversees all support and progress of any child requiring additional support
- The SENDCo, class teacher and Head Teacher have Pupil Progress Meetings termly. These meetings are to discuss the progress of pupils in each class. This shared discussion may highlight a child's potential difficulties, in order for further support to be planned
- Occasionally a child may need more expert support from staff in an outside agency such as an Educational Psychologist, Speech and Language Therapist, Parent Support Advisor or Councillor. A referral will be made with your consent and forwarded to the most appropriate agency. The school works in partnership with the agencies to provide further targeted support 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

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(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 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 the end of Year 6, using a variety of different methods including National Curriculum age expectations and regular phonics and spelling tests.
- Each child is tracked individually and their progress data is stored with their class teacher and on a school data system so that progress can be analysed.
- Children who are not making expected progress are picked up through Progress Review meetings with the Class teacher and SENDCo. 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. If your child is discussed at one of these meetings parents will be informed.
- The school evaluates the extent to which additional support has had an impact on the child's educational progress through careful regular tracking of children's progress and discussions with all involved. We adapt support accordingly.
- If a child is on the Special Educational Need Register, they will have a Personalised Learning Plan (PLP). When a child's PLP is reviewed, comments are made against each expected outcome to show what progress the child

has made (see below for more details). If the child has not met the expected outcome, the reasons for this will be discussed, then the expected outcome may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

- The Governing Body is also kept well informed about SEN matters. Governors are updated termly through Head Teacher Reports, and the SENDCo reports regularly to Governors. The SEN Governor, Nicky Birchwood, receives regular updates and regularly visits the school with an SEND focus.

Q. b) How will I know how my child is doing? How will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with the class teacher or SENDCo to discuss how your child is getting on. We can offer advice and practical ways on how you can support your child's learning at home.
- We believe that your child's education should be a partnership, therefore we communicate regularly, especially if your child has complex needs.
- When appropriate, we operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEN register they will have a Personalised Learning Plan (PLP) or an Individual Behaviour Plan (IBP) where pupils work to individual / group outcomes. The expected outcomes set are SMARTER (Specific, Measurable, Achievable, Realistic, Time scaled, Evaluated and Reviewed).
- Personal Learning Plans are discussed and updated regularly.
- Parents are invited to attend parents' evenings, curriculum workshops and new parent open days.
- Meetings with outside agencies will take place as appropriate
- If your child has complex SEND they may have an **Education, Health and Care Plan (EHCP)**, which means that each year a formal meeting will take place to discuss your child's progress and a report will be written.
- Extra time for statutory tests will be awarded / agreed if children with Special Educational Needs and / or Disability match specific criteria as defined yearly by the Department for Education. This will be discussed with parents according to year group needs.

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

Q. How will Greatham Primary School staff support my child?

- All pupils' learning is planned by the class teacher.
- All staff are skilled in adapting children's learning as they teach, according to individual responses and needs.
- When a child has been identified with SEND, their work will be adapted by the class teacher to enable them to access the curriculum more easily. The class teacher alongside the SENDCo will discuss an individual child's needs and what support will be most appropriate.
- This may include additional general support by the teacher or Learning Support Assistant (LSA). If appropriate, specialist resources will be available to further support children.
- Individual children require varying levels of support which changes over time. This will be an on-going discussion with parents.
- If a child has been identified as having needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc, then the child may be placed in a small focus group or will work individually. These are known as interventions. Interventions will be run by the teacher or teaching assistant. The length of time of the intervention will vary depending on need and rates of progress. The progress of individuals on interventions will be regularly reviewed by all involved to monitor the effectiveness of the provision for that child and to inform future planning.
- Children will be part of the team to monitor the impact of the interventions on their learning progress.
- If it is agreed that a child no longer needs the intervention, they will continue to be monitored closely to ensure progress is sustained.

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 the decision made about what type of and how much support my child will receive?

- There will be on-going discussions with school staff and parents, and the child.
- The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support which may change over time.
- If children with SEND match specific criteria, extra time for statutory assessments will be given.
- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who deliver programmes designed to meet groups of children's needs (these are known as Interventions, see section 3c for more details.)
- We closely monitor the impact of these programmes on an individual child's achievement to ensure they are improving rates of progress. We adapt accordingly
- Extra resources are purchased where appropriate to meet specific needs
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving an LSA.

3.f. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. Please refer to the Educational Visits Policy for further information.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Please refer to the Educational Visits Policy for further information.
- We have a variety of extra-curricular activities that take place before, after and during the school day. Activities may be age specific and would therefore

preclude children from attending. All other activities are open to all children and possible barriers to attendance should be discussed and removed.

- For children requiring support to access fun and happy break and lunchtimes, an action plan and provision will be provided.

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. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Therefore the class teacher would be the parents' first point of contact.
- If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the Head Teacher and SENDCo to support individual children during the school day.
- As a school we have a very positive approach to behaviour management with a clear reward system that is followed by all staff and children. Please refer to our behaviour policy.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Head teacher. Good attendance is actively encouraged 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 Officer 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 understands the importance of staff training and development to enable us to fully support children with Special Educational Needs
- Different Teaching Staff and LSAs have received training on how to support children with specific needs, and specific programmes and interventions, to ensure that we have expertise in supporting a range of special educational needs
- Greatham Primary School would prepare for a child coming to school with needs the staff had not previously supported by organising further staff training to enable us to fully support these needs.
- One member of staff is trained as an ELSA (Emotional literacy Support Assistant). They receive regular supervision from the Educational Psychologist.
- All of our LSAs have had training in delivering reading and spelling / phonics programmes as well as mathematics.
- Our LSAs have experience in delivering Speech & Language programmes from Speech & Language therapists.
- Members of staff have had training on supporting pupils with Dyslexia
- Members of staff have had training in occupational therapy.

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.
- 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.

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.

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 have an open door policy. If you have any concerns, please do not hesitate to talk to us. We know how important communication between school staff and parents is as this allows us to work as a partnership to support the learning and progress of your child. Your opinions are important to us and we will endeavour to address and resolve your concerns as quickly as possible.
- If you wish to discuss your child's educational needs or you are unhappy about something regarding your child's schooling the first point of contact would be your child's class teacher to share your concerns.
- If you feel that you need to talk further, please contact the school office to arrange a meeting with Miss Trussler (SENDCo).
- If you still feel unsatisfied, refer to the school's complaints procedure.

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 as 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), 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 Family Information and Services Hub (FISH)
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
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.