



Owslebury Primary School Special Educational Needs & Disability (SEND) Information Report

Updated February 2026
by Mrs L Chaplen (Headteacher & Inclusion Leader)

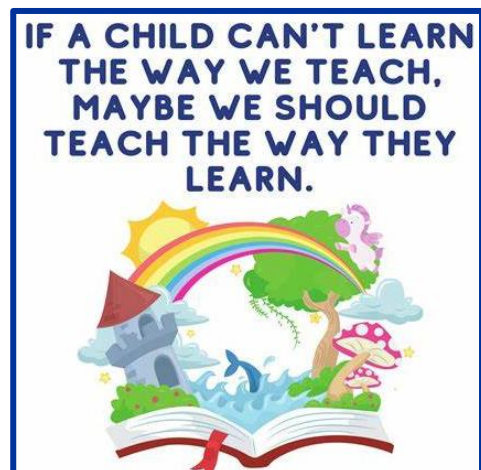
Introduction

Owslebury 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. Our building benefits from a disabled toilet, all ground floor, wide doorways and a disabled parking bay therefore we are also accessible to those with more complex 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 report aims to answer any questions you might have about the provision for SEND at Owslebury. We have also provided a SEND Assessment Guide (Appendix 1) to help provide clear, accurate information for everybody.

For more information, please come in and speak to our Headteacher & Inclusion Leader, Mrs L. Chaplen.



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



SEND Support Flow Chart



Concerns raised by class teacher or parents/ carers.

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

No

Yes

Child placed 'on watch' list

Child to continue to receive High Quality Teaching & review after 4- 6 weeks.

Class teacher to identify specific barriers and an Individual Learning Plan will be created alongside SENCO/ Inclusion Lead and shared with parents.

Meeting to be held with SENCO/ Inclusion Lead, class teacher and parents. Is there progress?

No

Yes

After 4- 6 weeks, ILP to be reviewed with parents, class teacher and SENCO/ Inclusion Lead. A review could happen BEFORE 4 weeks.

Making

No further action required at this stage.

Progress slow but evident

SENCO/ Inclusion Lead may extend ILP. Continue to monitor and review.

Not making progress

Support, additional to and different from others now needs to be implemented- above and beyond the ordinarily available provision. Child added to SEN register from 'on watch' list. Class teacher to update Individual Learning Plan.

Option 1

Option 2

Specific outcomes are set for the child. Class teacher will set and review these targets with parent and child each term. SENCO/ Inclusion Lead will monitor and assess the impact of support. Child may be removed from SEN register if progress is made. Two options for outcome depending on progress, if removed from register.

Not making progress

Specialist advisors and outside agencies may be invited into school to offer support and advice. Referrals completed alongside parents.

Continues not making progress

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

Inclusion Leader/ SENCO-
Mrs L Chaplen
SEND Governor-
Mrs A Jordan

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

At Owslebury 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 joins the school, we will liaise with the pre-school or previous school to ensure that we are aware of any concerns there may already be. 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 in the first instance. Likewise, the class teacher may raise a concern with the family. The class teacher will raise any concerns with the school Special Educational Needs Coordinator (SENCO).

The SENCO will help arrange for support and guidance from outside agencies such as the Educational Psychologist, 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, their name will be added to the SEND register and provision made to address their needs. 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 and narrow the gaps in their learning while also fostering progress in their social and emotional development. Once your child has reached this threshold he / she may be removed from the SEND register. If at any point they fall behind again, they could be placed back on the register. (See our flow chart above for more information).

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?

- At Owslebury, all teachers are teachers of SEND pupils and as such provide high quality teaching which takes account of the particular individual needs of pupils with SEN within the classroom.
- Our school provides a graduated response to each child dependent on the level of need. This is delivered through a graduated response using adaptive teaching and targeted support.
- 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.
- School staff, including the SENCO, are not able to diagnose any specific needs such as Autism or ADHD. Neither can we diagnose dyslexia. The SENCO is trained in screening children who may be at risk of dyslexia which can provide evidence for a future professional diagnosis.

- In addition to these informal, on-going assessments, we also complete formal testing at different times throughout the year. This includes; YR Baseline, Yr. 1 Phonics screening and Yr. 6 SATs testing. In addition, children are assessed against their end of year objectives for attainment and progress. We also use PM benchmarking for formal reading assessments.
- 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 or "on watch", they will have an Individual Learning Plan (ILP) and/or Individual Behaviour Plan (IBP) which will have specific targets. This is discussed, and reflected upon on at least termly 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.
- 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. 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. The Governor currently responsible for SEND is Mrs Allison Jordan.

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 adaptive teaching, variation and assessment for learning. This simply means we structure the lessons so that children of all abilities can access it through high quality teaching. Some of the techniques we use include:
 - simplifying language
 - making instructions shorter
 - using a multisensory approach
 - using visuals alongside concepts and language
 - 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)

Where there are some difficulties in communication we may use other strategies.

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.

Inclusion is intentional. It is about identifying and removing barriers so that everyone can participate to the best of their ability.

www.theinclusiveclass.com

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

Pupil's views are highly valued at our 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 to share their "pupil voice" within their classes through a variety of approaches, including PSHE lessons and discussions with peers and adults.
- If your child has an EHCP, their views will be actively sought and recorded through discussion with a trusted adult before any review meetings.
- Class teachers will ensure that an ILP (Individual Learning Plan) is written with the children. 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.
- Governors will conduct monitoring visits regularly which involves speaking with groups of children at school, including those with SEND.

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

We aim for all children to make good progress from their starting points and to achieve age expectations. We aim to make learning meaningful and engaging for every child by connecting it to their unique interests. By tapping into what each child enjoys, we strive to create a more engaging and relevant learning experience.

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Teachers will adapt their teaching to your child's needs. Children will be given choices and opportunities to work reflecting their interests.

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 or deliver follow-up intervention. Our regular assessment also helps provide us with information that helps us match the learning to your child's needs.

We also consider the children's social, emotional and mental health needs. We put in place support for the child's well-being as a priority, as all children learn most effectively when they feel safe, trusted, listened to and valued. We want to help all children see that learning is a two-way process and that they need to be an active participant. We may also provide additional support with this with our ELSA (Emotional Literacy Support Assistant).

We recognise that social, emotional and mental health needs may arise from a range of underlying factors including trauma, attachment differences, neurodevelopmental conditions and adverse childhood experiences. Our approach reflects current Department for Education guidance and focuses on early identification, graduated support and partnership with families and external professionals where appropriate.

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. We are needs led, therefore a formal diagnosis is not always necessary.

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.

7. How will my child be included in school trips?

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 and a risk assessment will be 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.

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

We are 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.

In line with Keeping Children Safe in Education (2025), we recognise that children with SEND can be more vulnerable to safeguarding risks and may face additional barriers to communication. All staff receive safeguarding training which includes understanding how safeguarding concerns may present differently for children with SEND. We ensure that reporting systems are adapted appropriately so that all children feel safe, listened to and protected.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the SENCO for further advice and support. This may also involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support Team.

Hampshire Services for Primary Behaviour Support, Mental Health Support Team (MHST) 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.

The school has an effective pastoral support team (including our Emotional Literacy Support Assistant), who work under the direction of the SENCO, with vulnerable children during the school day. Where children are having difficulties with social or emotional issues, we may offer support from our trained ELSA, Mrs Crew. An ELSA is trained by, and receives regular supervision support from, the Educational Psychology Team. You can find more information about this intervention here: <https://www.elsa-support.co.uk/what-is-elsa-intervention/>

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office to discuss this and if agreed, complete a form. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the medical professionals involved. School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

We monitor children's behaviour as detailed in our school behaviour policy, which can be found on our school website. 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.

Any decision regarding suspension, alternative provision or a reduced timetable will be made in line with statutory guidance and in consultation with parents and, where appropriate, the Local Authority. The school will always ensure that SEND needs are carefully considered and that support strategies are reviewed prior to such decisions wherever possible.

At lunchtimes, the children are supervised by teachers and LSAs. 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. Where appropriate, parents may be invited to

join the training sessions to support their child further.

Regular whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.

In 2018, the Inclusion Lead was awarded the NASENC accreditation through the University of Chichester.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or cohort.

As a staff we have regular training and updates about SEND conditions, medication use (e.g. epi pen) and resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

The school has a school improvement plan, including identified training needs for all staff to improve the teaching and learning of all children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.

The Inclusion Leader, Mrs L Chaplen, 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 Crew is a fully trained ELSA who receives regular support from the Educational Psychology Service.

All our teachers and LSAs are trained in delivering reading and spelling / phonic programmes. The school uses Bug Club Phonics.

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 education 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 main school car park. Parents or visitors to the school wishing to use this space during the school day should contact the school office to arrange safe access.

The school building is fully wheelchair accessible with wide doorways and is single story throughout. Owslebury also benefits from a disabled toilet and parking bay. Currently, there are no auditory or visual enhancements within the school. The KS1 / Early Years area is open plan with small snug areas and KS2 are based within a classroom.

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 school's Accessibility Plan, available on our website, outlines how we improve access to the curriculum, the physical environment and information for pupils with disabilities in accordance with the Equality Act (2010).

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 special event days throughout the year. Parents can also attend the various topic celebration events which happen across the year.
- New parents are invited to visit the school, have a tour and meet with the Head teacher (and where appropriate, the SENCO) 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.
- Provision and targets are co-produced with parents and pupils wherever possible. Parents of children with an ILP are invited to review meetings. Teachers will have identified targets and small step actions prior to the meeting. Parents can take a copy of the targets away with them and use this to support at home.
- Throughout the year, we host different informal drop in sessions with the SENCO, parent groups around SEN and with visitors from specialist support e.g. school nurse.
- Parents are invited to make appointments to meet their class teacher or the Inclusion Lead/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, email or written form where necessary.
- We request that parents support their children with their homework. All children are expected to read regularly at home with books at their level as well as practice their set spellings on Spelling Shed. Children are also expected to access Times Table Rockstars and Numbots regularly to secure fluency in number facts. More information can be found in our homework policy.
- We regularly hold pupil meetings, particularly with school council, where we talk to the children about their views and opinions on their school experience. We also invite individual children to contribute to their learning and annual school report. Children are asked to assess and evaluate their learning and are involved in setting their next steps in learning.

- Parents can find a wealth of information on the school website, including some useful links to other services including SENDIASS.

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

- First, if you have a concern over SEND provision, you will need to talk to your child's class teacher and explain your concerns and make a plan of support with the teacher focusing on the needs identified. If you are working or unable to come into school, this can be done via the telephone, email or letter.
- If you are still concerned, your next step is to speak to the Inclusion Lead/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. If we feel that intervention or support would not be beneficial to a child, we will not implement it, but we would fully explain our reasons during our meetings with parents.

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 the list below and from others as required.
 - Primary Behaviour Service
 - Specialist Teacher Advisory Service (for hearing/ vision impaired children)
 - Hampshire Educational Psychology
 - School Nursing Team
 - Occupational Therapy
 - Speech and Language Therapy
 - Child and Adolescent Mental Health Service
 - Mental Health Support Team
- Different services are accessed as and when specific needs arise. If the class teacher raised concerns, the Inclusion Lead/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- wider curriculum
 - 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 & Isle of Wight Educational Psychology Service (HIEPS), which includes an advice phone line and bookable consultations for parents/carers and school staff: <https://www.hants.gov.uk/educationandlearning/educationalpsychology>
 - Speech and Language Therapy service: <https://www.solent.nhs.uk>
 - Hampshire Ethnic Minority and Travellers Advisory Service: <https://www.hants.gov.uk/educationandlearning/emtas>
 - School nurse team: <https://www.southernhealth.nhs.uk/services/childrens-services/school-nursing/>
 - Winchester Young Carers: <https://winchesteryoungcarers.org.uk>

- Friends of the Family, offering voluntary support for families who need help: <http://www.fotfwinchester.org/>
- Police Community Support Officers: <https://www.hampshire.police.uk/police-forces/hampshire-constabulary/areas/careers/careers/police-community-support-officers-PCSOs/>
- Winston's Wish, a national charity supporting families that have been bereaved: <https://www.winstonswish.org>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <https://www.sussexpartnership.nhs.uk/CAMHS>
- THOMAS Outreach Programme: <https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=fdGF8nQJG IQ>
- Occupational Therapists: <https://www.hants.gov.uk/socialcareandhealth/adultsocialcare/occupational-therapy>
- Physiotherapists: <https://hampshirehospitals.nhs.uk/our-services/az-departments-and-specialties/physiotherapy>
- County SEND Team: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

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

- Most children with SEND transfer to us from local nurseries. Our reception teachers are in close liaison with the nursery staff and visit the child in their setting as much as possible once placement is confirmed. In some instances, we will use a Transition Partnership Agreement.
- An information meeting and pack are provided for parents alongside opportunities to individually discuss your child's needs with the class teacher and Inclusion Lead/SENCO. At the start of the autumn term, home visits are offered, the class teachers and/ or LSA will visit you in your home to meet your child and talk informally with you.
- From these visits and meetings, it may be appropriate to write an ILP in preparation for their starting school.

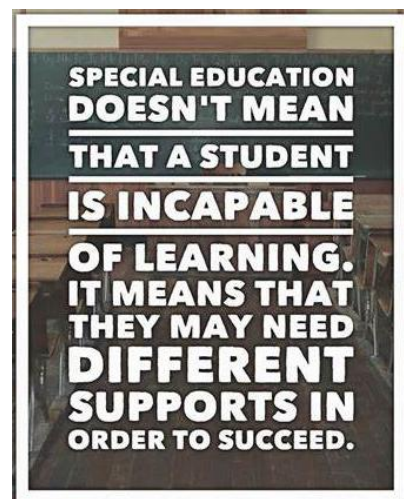
Key Stage 2-3 (year 6 to year 7)

- Year 6 staff and the Inclusion Lead/ SENCO work in conjunction with the secondary schools so children start in Year 7 feeling happy and safe.
- We do recognise that children from our school transfer to a variety of different schools including Westgate, Kings and Wyvern. The SENCO/Inclusion Lead will speak to these schools and ensure that they are invited to a TPA to provide a smooth, secure transition into Secondary School if appropriate. This is in addition to the planned secondary transition days in the Summer term.

Personalised transition sessions are arranged for children joining part way through school.

Glossary

- **ASD** – Autistic Spectrum Disorder
- **Adaptive Teaching** – A responsive approach to teaching where lessons are planned and delivered in ways that meet the needs of all learners. Teachers adjust explanations, resources, scaffolding and support so that every pupil can access the same curriculum and make progress from their individual starting points.
- **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.
- **Graduated Approach** – a step-by-step process used to identify, assess and support pupils with SEND. It follows the cycle of assess, plan, do, review, ensuring that support is carefully monitored and adjusted over time to meet a child's changing needs.
- **Gross Motor control** – how well a child controls bigger movements such as rolling or running
- **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/Inclusion Manager** – 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.





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 Owslebury, 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. This means they are part of **'On Watch' 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.

'On Watch' Support

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

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 class teacher will use their whole class provision map to outline additional support and monitor this.

The additional support we will offer your child can include:

- The SENCO/Inclusion Lead will hold discussions with the class teacher to provide additional strategies to support the child's learning.
- The SENCO/Inclusion Lead 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-teaching before a lesson to cue them in to the learning.
- The child may receive post-teaching 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 Owslebury, 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 areas of need 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 ILP will be written collaboratively by the teacher, child and parents. The ILP 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/Inclusion Lead, 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/Inclusion Lead and class teacher to review the child's difficulties.

For the best outcomes, an EHC needs assessment is best applied for jointly with school but if the school are not in agreement at this stage, there is the option for parents to apply themselves for the EHCP. If you require more information about the process, including the right to appeal, you may find the following link useful: [The SNJ/DfE SEND system Flow Charts - Special Needs Jungle](#) To apply, you must use the EHC Hub: [Education, Health and Care Hub \(hants.gov.uk\)](#)

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/Inclusion Lead 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. Our current SENCO/Inclusion Lead is Mrs Lucy Chaplen.



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
- Dyscalculia
- 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 ASD 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.