

THE FEDERATION OF Sopley AND SOPLEY PRIMARY SCHOOLS



SEND Information Report - Sopley

Date of issue	Autumn '24	Date to be revised	Autumn '25
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Names of relevant post holders

Post	Holder	Post	Holder
Headteacher	Nanette Allies	SENDCo	Claire Bleakley
SEND Governor	Sien-Elen Fernyhough		

Revision log (last 5 changes)

Date	Version No	Brief details of change
04/03/2021	1	Remove name "Helen Smith" replace with SENDCo Remove name "Lesley Lillis" replace with Assistant SENDCo Remove name "Sian-Ellen Fernyhough" replace with SEND governor Remove name "Peter Mitchener" replace with Pupil Premium Governor Remove "PSP Personal Support plan" replace with PPI Personal Plan Remove "has years of experience carrying out the role as SENDCo " add has years of experience working with children with individual needs.
01/11/2022	2	Remove Helen Morris Remove PPL and replace with PLP
19/11/2023	3	Reviewed and updated
15/11/2024	4	Reviewed and updated

Sopley Primary School is a mainstream primary school serving the New Forest and surrounding areas. Our forest surrounding encourages curiosity and wonder and therefore our curriculum is an adventure that allows our children to EXPLORE new things, DISCOVER more about themselves and the world around them and CREATE a toolkit of knowledge and skills that mean they are well equipped to face the next stage of their adventure. Our values run through everything we do and mean we face adventures with HEART.



About what I am good at and what I need to develop



To engage with challenge



Always learning



As we are all unique and we all add value



Accepting each other as individuals who work with one another.

We have high expectations for all of our learners which we deliver through quality first teaching alongside additional interventions. We regularly review what support we offer our children to help them progress in their educational and personal journey through school. Children may have special educational needs either throughout or at any time, during their time in school.

Before applying to Sopley Primary School:

- Contact the school office to arrange an appointment to view the school and discuss any specific needs.
- See our Admissions policy on our federation website which we adopt from Hampshire County Council. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health Care plans and those without.

Before your child starts at Sopley Primary school:

- Meet the headteacher or SENDCo
- Ensure staff know about your child's needs and have received and read copies of any reports from professionals and had information from the previous school / pre-school setting (if appropriate).

How will the staff at Sopley Primary School know if my child needs extra help?

- Liaison with previous school.
- Their class teacher may notice when a child is having difficulty with an aspect of their learning.
- Each term the progress of all children is discussed by class teachers, headteacher and SENDCo.
- Using skills based assessments including the Year 1 phonics check, EYFS profile, reading assessments.
- They may come into mainstream school already with an Education, Health and Care Plan (EHCP) or existing parental concerns.
- There will be discussions with you, the parents or carers.
- There will be discussions with your child.

What should I do if I think my child has a Special Educational Need or Disability (SEND)?

- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo)
- Depending on your child's specific needs, you may wish to talk to your G.P.

How will Sopley Primary School support my child with SEND?

- The class teacher will be aware of your child's needs and will arrange for reasonable adjustments to be made which may include Learning Support Assistant (LSA) support for some tasks in class.
- Your child's name will be included on the school's Special Needs register.
- Your child will be given a Personal Learning Plan (PLP)
- They may receive additional one-to-one support.
- Some children may need Emotional Literacy Support (ELSA), if there are concerns about behaviour or emotional well-being.

- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support from the Speech & Language Therapy Service or Occupational Therapy Service may be requested.
- Support from an outreach service for pupils can be sought.
- A referral to the Primary Behaviour Support unit for advice and support may be made

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

- The class teacher will oversee, plan and work with each pupil with SEND in their class to ensure that progress in every area is made.
- Different learning materials or resources.
- Some group or individual support.
- Consultation with SENDCo and outside agencies.
- Teachers to use the school's 3 wave intervention model for support

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

- The class teacher and the SENDCo will discuss those needs and how they can be best met within the school. Parents may share their observations with the class teacher which may also prompt a discussion with the SENDCo.
- The type of intervention to support a child's need will then be identified so that the child is able to access additional provision. Different children will require different levels of support. This may help them to 'bridge a gap' in their learning which will be monitored by the SENDCo.
- At Sopley Primary School there are two levels of SEND support: SEN support and EHCP (Educational, health care plan). A child may be monitored for a period of time before any decision is made about the level of support.
- Support can be in a small group or 1:1 with a Learning Support Assistant (LSA).
- It can be inside or outside of the classroom.
- The support may be through the tasks given.
- The support given will be planned by the class teacher in consultation with the SENDCo and then recorded on your child's Personal Learning Plan (PLP).

How will I know how well my child is doing and how I can help them at home?

- Parents are invited to meet with the class teacher two times a year at Parent Evenings.
- The school will send a report to parents three times a year.
- Day to day conversations with class teachers.
- Annual review meetings for children with an Educational, health care plan.
- The PLP is reviewed and updated at least once per term for children who are entered on the school's register of Special Educational Needs.
- The school will send parents the PLP on a termly basis to keep parents informed of progress against a target. Parents can request a copy of their child's PLP at any other time between this.
- The PLP sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child..

How will Sopley Primary School know how well my child is doing?

- National and age-related expectations.
- The PLP is reviewed regularly and at least once each term.
- Reading, spelling and, for some children, maths are assessed using standardised tests to give a reading age / spelling age / maths age and standardised scores, to measure progress.
- Termly pupil progress meetings are held with staff to discuss all pupils learning.

- Children who are not making expected progress are picked up through the regular review meetings that follow these assessments.
- This may lead to adjustments to their PLP's and to the support they receive.
- Termly Parents' Evenings and Annual reports give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social concerns

What is available to support and develop my child's overall wellbeing?

- We are an inclusive community school, welcoming and celebrating diversity.
- All our staff members believe in developing children's self-esteem and our school values reflect this.
- Emotional Literacy Support (ELSA) is for children who need an extra boost to improve confidence, self-esteem or social skills for a short while
- A clear attendance policy is available on our federation website. Parents of children with poor attendance are invited to discuss ways to support attendance.
- Individual behaviour response plans are in place to support individual pupils. These plans are personalised to provide appropriate support to reduce the risk of exclusion.

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

- Our SENDCo is a very experienced teacher and has years of experience working with children with individual needs.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- Our Learning Support Staff are usually qualified to a minimum Level 3 in child care or education support.
- Further training on specific Special Educational Needs topics are a regular feature of the staff professional development calendar each year.
- Recent training has included topics such as delivering specific interventions, working with children on the Autistic Spectrum, precision teaching and supporting children with specific social, emotional and mental health needs
- We work closely with external agencies, relevant to each individual child's needs.
- These currently include GPs, school nurses, paediatricians, speech and language therapists, occupational therapists, educational psychologists, primary behaviour support workers, specialist advisory teachers for hearing or visually impaired or physically disabled pupils, specialist outreach workers, family support and other social services.

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, are welcomed on and included in all school activities whatever their needs.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents are encouraged and welcome to help on school trips to support their children
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Parents may be invited to support their child 1:1 as part of the risk assessment plan. 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.

How accessible is the school environment?

- The school is mostly accessible to all, with some ramps, disabled toilets and fire exits.
- We are able to access EMTAS (Ethnic Minority and Traveller Achievement Service) to support our families for whom English is an additional language. We can arrange for a translator to attend meetings, if necessary.

Who will I speak to if I am worried about how my child is progressing?

- First, speak to your child's class teacher.
- Make an appointment to meet the SENDCo.
- Parents are always welcome to have a meeting with the executive head teacher to discuss any further concerns.

How will Sopley Primary School prepare and support my child when joining the school and transferring to a new school?

Joining our school

- Teachers support the transition from pre-school to mainstream education.
- Open 'stay and play' sessions for pre-schoolers are held in the summer term.
- Home visits support your child meeting their new teacher ahead of the new school year.
- There are parent meetings in the summer term before the September start.
- Transition meetings between the Pre-school SENDCo, parents and school SENDCo in the summer term are held.

Moving to secondary school

- Letters sent home via ScoPay will tell parents of open evenings, etc. to be held at all local secondary schools.
- The Sopley SENDCo may attend the open evenings in the Autumn term, alongside parents, if they would like this support.
- In the summer term, meetings are held between the Sopley SENDCo and the SENDCos of the secondary schools to make sure that all relevant information is passed on.
- If appropriate, an application will be made to a school with a specialist provision, for children with an EHCP, to meet that individual child's needs.
- Children with SEND are invited to extra transition days at their new secondary schools.
- Familiar resources used at Sopley may be taken on a visit to the new school.
- Support is given by all staff working with a child to reassure them that they will benefit from a place at a specialist provision, if appropriate.

How are the School Governors involved with pupils with SEND and what are their responsibilities?

- There is an SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet each school term with the SENDCo to talk through the progress that the children are making and report back to the Governors. In these meetings, all discussions and data are anonymised.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The SENDCo reports to the Governing Body and/or the Curriculum and Standards Committee.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.
- Sopley Primary School's SEND governor is and the Pupil Premium Governor can be contacted by e-mail 'for the attention of SEND Governor or Pupil Premium Governor at adminoffice@Sopley.hants.sch.uk

What steps should I take if I am concerned about the school's SEND provision?

Your first point of contact will always be your child's class teacher.

- You may also wish to speak to the SENDCo.
- The SENDCo and Assistant SENDCo can be contacted through the school office or by email adminoffice@Sopley.hants.sch.uk
- You may read the school's SEND policy which is published on the school web-site.
- If you feel you need an independent source of support, contact Hampshire SENDIASS at <https://www.hampshiresendiass.co.uk/> At info@hampshiresendiass.co.uk
Phone 0808 164 5504
- Independent Special Education Advice at www.ipsea.org.uk

The school has a formal complaints policy. Please contact the school office for details.

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'. This can be found at: www.hantslocaloffer.info

Further information about the provision, services, support and resources available for children or young people with SEND and their families within the BCP Authority is available through the BCP' Local Offer'.

This can be found at: https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local_offer/