



“making a difference for every child”

Special Educational Needs (SEN) Information Report (updated September 2024)

1. Special Educational Needs for which provision is made at the school.

Sheet Primary school is a mainstream Primary school with 4 classes. The classes are mixed age. Year R / Year 1, Year 1 / Year 2, Year 3 / Year 4 and Year 5 / Year 6. We are an inclusive school where children with Special Educational Needs and disabilities (SEND) are involved in **all** aspects of school life inside and outside the classroom. All children are encouraged to be fully involved in their learning journeys and to express their opinions openly and honestly.

Information about the school's policies for the identification and assessment of pupils with SEN

2.	How does the school know if children need extra help and what do I do if I think my child has special educational needs?	<p>Children are identified as having SEN through a variety of ways including the following:-</p> <ul style="list-style-type: none"> ● Liaison with pre-school/previous school ● Child performing below age expected levels ● Concern regarding changes in progress patterns. ● Concerns raised by teacher for example behaviour or self-esteem is affecting performance during termly pupil progress meetings. ● Liaison with external agencies i.e. physical ● Health diagnosis through paediatrician ● Concerns raised by parent <p>If you have any concerns about your child or their achievements in school, please contact the class teacher initially. This can be done informally at the end of the day or by phone call, letter or email to arrange an appointment.</p>
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Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC (Education, Health and Care) 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 SEN

3a.	How will I know how my child is doing?	Sheet Primary offers an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at
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		<p>home, as well as work together to build a tailored and positive learning environment at school.</p> <p>If your child is on the SEN register (a list of children with SEN held by school) they will have an Individual Education Plan (IEP) which outlines specific targets your child is working on over the course of a term. Some children on the SEN register may also have a Provision Map (PM) which details any adaptations to the classroom environment or any specialist equipment necessary. Both are formally discussed on a termly basis with all stakeholders and parents are given a copy of the IEP and/or PM. The targets set are SMART (Specific, Measurable, Achievable, Realistic and Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.</p> <p>An IEP evaluation is sent home with impact statements at the end of each term as a formal review, however parents may, at any point arrange a meeting to discuss the progress of their child and vice versa.</p> <p>If your child has complex SEN they may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place annually among all stakeholders to discuss your child's progress and a report will be written outlining clear and coherent next steps to be worked towards throughout the year. Termly meetings are then held (as above) to review their progress. Informally, teachers and Inclusion Leader continually discuss progress of the children whenever necessary.</p>
	<p>How does the school know how well my child is doing?</p>	<p>As a school we measure children's progress in learning against National expectations and age related expectations.</p> <p>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from entry at Year R through to Year 6, using a variety of different methods including National Curriculum performance indicators, standardised scores and Reading and Spelling ages.</p> <p>Children who are not making expected progress are identified through pupil progress meetings with the class teacher, Inclusion Leader and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.</p> <p>When a child's IEP is reviewed an evaluation is made against each target to show what progress has been made. Progress is evaluated using formal and informal methods such as observation and discussion with the child as well as standardised testing for specific academic targets. If the child has not quite met their target, the reasons for this will be</p>

		discussed at pupil progress and IEP review meetings. The target may be adapted into smaller steps or a different approach may be tried to ensure the child achieves their full potential.
	How are the governors involved and what are their responsibilities?	Mrs Fran Griffiths is our Governor responsible for SEND and meets regularly with the Inclusion Leader. The Inclusion Leader is part of the Senior Leadership Team who also reports to the Governing body on progress, attainment and welfare of SEND children. This takes place termly at full governing body meetings. Subject leader reports are also submitted annually to the full governing body outlining the year's progress, attainment, staff training, interventions and evolution of SEND provision.
3b.	How will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?	The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher and Inclusion Leader. Homework activities provide an opportunity to reinforce learning from class lessons and are differentiated to meet the needs of the children. Parents should discuss any homework difficulties with the class teacher initially. Specific learning methods are provided by the class teacher where necessary. A formal Parent's Evening is held twice a year and these offer the chance to discuss your child and their progress with the class teacher. A written report is prepared by the class teacher in the summer term.
The School's approach to teaching pupils with SEN		
3c.	How will the school staff support my child? What are the school's approaches to differentiation and how will that help my child?	We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being and strive to encourage children to reach their full potential. The ethos in school encourages children to stretch themselves in their learning, to make mistakes and view them as learning opportunities and to aim for the highest level in all work they undertake. Children's achievements in and out of school are celebrated and there are many opportunities provided in the areas of sport and the arts. Work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Carefully tailored teaching allows all children to access lessons and learn at the correct level regardless of their starting points.

		<p>Working groups are fluid and the group members change according to need. Children are encouraged to understand that, whilst they may be experiencing difficulties in one area of their learning, they may well be achieving great success in another. All children are strongly supported and encouraged to see themselves as successful learners with no limit to their aspirations. We use a Growth Mindset approach in everything we do as well as encourage metacognitive strategies to aid independence.</p>
<p>How the school adapts the curriculum and learning environment for pupils with SEN</p>		
<p>3d.</p>	<p>How will the curriculum be matched to my child's needs?</p>	<p>The class teacher is the first point of contact for parents who have any concerns about any aspect of their child's progress.</p> <p>Class teachers have the principal role in the planning and delivery of appropriately differentiated, high-quality teaching for all children in their class. The planning system at Sheet Primary School is dynamic allowing scope for repetition and consolidation of a learning outcome when necessary or to move on quickly when rapid progress has been identified.</p> <p>The class teachers adhere to school procedures for pupil assessment, identification and analysis of data of pupils with special needs. English, maths, SPAG and science planning is suitably adapted for all learners. SEND children have targeted opportunities within teachers planning to address any gaps in learning and provision mapping of the classroom environment is priority.</p> <p>Where the pupil is on the SEN register, the class teacher will discuss the range of additional support available with the Inclusion Leader. Together they will identify the suitability of interventions and specific targets to be worked on as well as classroom provision.</p> <p>The class teacher, learning assistants and Inclusion Leader may prepare an Individual Education Plan (IEP) which will be discussed with the pupil and parents and their views sought. This is formally reviewed termly, informally reviewed weekly and any concerns feedback to the Inclusion Leader.</p> <p>All children on the SEN register have One Page Profiles which have been compiled by the child and Inclusion Leader. A One Page Profile is the child's voice explaining their likes and dislikes and how they like to be supported in the classroom including what works best for them of particular children and plan accordingly.</p>

	How will my child be included in activities outside the classroom including school trips?	All children are included in all parts of the school curriculum and all children included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure that health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to seek support and, if deemed appropriate, alternative activities which will cover the same curricular areas will be arranged for all children.
Additional support for learning available to pupils with SEN		
3e.	How is the decision made about what type of and how much support my child will receive?	The class teacher, working alongside the Inclusion Leader, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to achieve age expected levels and will be decided through on-going discussions, monitoring and feedback from class teachers to the Inclusion Leader. All children are encouraged to take responsibility for their own learning and be able to discuss areas they need extra support in and be able to develop a realistic and positive view of their achievements.
3f.	What support will there be for my child's overall wellbeing?	The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, and is the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Leader for further advice and support. At Sheet Primary School we also have two part-time ELSA practitioners (Emotional Literacy Support Assistant) for one day per week to support any significant social, emotional or pastoral aspects associated with their learning. Each class has an Inclusion Folder which cites any information regarding a child's SEND or additional needs. Supply teachers are directed to it on entry to the class and given time to read it before children enter the classroom. This allows specific routines and well-being to be managed and supported by all staff members.
	How does the school manage the administration of medicines?	The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school office if Health Professionals recommend that medication is to be taken during the school day.

		<p>On a day-to-day basis the Admin Staff oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. All medical information is kept in the Inclusion Folder and duplicated in the First Aid Logs, again allowing all staff members easy access to important medical information.</p>
	<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<p>As a school we have a very positive approach to all types of behaviour with a values based reward system, linked to the agreed list of values, this is followed by all staff and pupils. Our values are positivity, effort, courage, kindness and respect.</p> <p>After any behavioural incident we expect the child to reflect on their behaviour with an adult supporting them to do so. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. They are encouraged to reflect on what values were not shown and to formulate a plan of behaviour to ensure that they do show the school values. Specific intervention can also be put in place using ELSA if behaviour is impacting learning. Strategies and interventions are disseminated to all staff members allowing a consistent approach across the school including Midday staff. Each classroom has a behaviour agreement and a system of two warnings which cannot be breached. If it is, the child will visit another classroom for a change of scene and a chance to reflect on their behaviour in a different environment.</p> <p>Attendance of every child is monitored on a daily basis by the Admin department. Attendance of SEND/PP/FSM children is also monitored weekly and at Pupil Progress meetings. Lateness and absence are recorded and reported upon to the Head Teacher by the Admin team.</p>
<p>The name and contact details of the School Special Educational Needs Coordinator</p>		
4.	<p>Who is and how do I contact the SENCo?</p>	<p>Mrs Maddy Child is the school Inclusion Leader. She can be contacted at Sheet Primary School by calling the school on 01730 263310 or emailing the office for the attention of the Inclusion Leader: g.burford3@sheet.hants.sch.uk</p>

Information about the expertise and training of staff in relation to children with SEN

5.	What training is provided for staff supporting children with SEN?	<p>The Inclusion Leader has the required SEN Accreditation for coordinating Special Educational Needs in Primary Schools as well as a Postgraduate Certificate in Advanced Educational Practice.</p> <p>All of our LSAs have had training in delivering reading and spelling / phonics and maths programmes as well as specific training on the needs of their pupils as they move up the school. Staff training is annually monitored and succession planning for specialist knowledge is carefully thought through e.g for needs of pupils who have ASD, ADHD, medical conditions etc.</p> <p>The Headteacher and Inclusion Leader keep abreast of forthcoming training opportunities and match training to the relevant staff members. Training is put in place for any staff member or whole school as necessary.</p>
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Information about how equipment and facilities to support children with SEN are secured.

6.	How accessible is the school environment?	<p>The school is wheelchair accessible on the ground floor (KS1) however, there is no wheelchair access to the two classrooms on the first floor (KS2). Great emphasis is placed on welcoming all visitors to the school and the school strives to make any necessary adjustments to make access easier for anyone with visual impairment or mobility difficulties. Each child is taken on a case-by-case basis if mobility difficulties are the primary need when entering KS2.</p>
	How are the school's resources allocated and matched to children's SEN needs?	<p>Resources for children with SEN needs are regularly discussed by all stakeholders, at least twice termly. Resources include anything from coloured literacy books and eye-level rulers to ELSA intervention and 1:1 assistance. Formally, this takes place on entry to school, IEP review meetings, Pupil Progress meetings and Parents Evenings. All school stakeholders discuss how each SEN child can be supported in order for them to achieve; this takes place predominantly but not exclusively through IEP review meetings and PP meetings. LSAs are deployed based on the level of need of a child or cohort.</p> <p>External agencies such as Educational Psychology and NHS Speech & Language can be contacted at any time with the collective agreement of all stakeholders after initial intervention has been tried under the direction of the Inclusion Leader.</p>

The arrangements for consulting parents of children with SEN and involving them in the education of their child.

7.	How are parents currently involved in school?	<p>For some children with SEN a communication book is in place. This allows details of the day, which may need to be reinforced or followed-up at home, to be completed and vice versa. Parents of children with SEN have the email address of the Inclusion Leader so contact and communication is easy. Emails might be sent by either party to clarify and suggest ideas for home support for example or to communicate feedback from medical appointments. Parents of all children with SEN are warmly welcome to be as proactive as possible in their child's education and development. This is achieved by an open-door policy between all stakeholders.</p> <p>Children with IEPs often have targets which are consolidated at home e.g. visual timetables for getting dressed and into school on time. These home-use visual timetables are compiled between the child and the Inclusion Leader and put into place at home.</p> <p>Another example of home-school relationships include 'Social Stories' for external trips or ventures which are not part of normal school routine. Social Stories are compiled by the Inclusion Leader and put into place at home to relieve anxiety in children where necessary. Parents of all children at Sheet Primary School are expected to follow homework and reading guidelines to support their child's progress.</p>
	How can I get involved and who can I contact for further information?	<p>Please speak to your child's class teacher to maximise home involvement or to the Inclusion Leader.</p> <p>If you would like to become involved in supporting class or school activities, please contact your child's class teacher.</p> <p>More broadly, the school office can provide contact details for FOSS (Friends of Sheet School) our Parents Association.</p>

Arrangements for consulting young people with SEN about and involving them in education		
8.	How are young people involved in their education?	<p>We have a Junior Leadership Team (JLT) with representatives from all classes, which hold regular meetings to discuss issues raised by the children. Issues may include playtimes, equipment, learning environment or clarification of rules.</p> <p>If your child has an EHC Plan, their views will be sought before any review meeting as part of the Child's Voice paperwork.</p> <p>One page profiles are completed between children on the SEND register and the Inclusion Leader and or ELSA practitioners. This outlines the child's understanding of themselves and how they are as learners. It includes certain key information to support their wellbeing and is completed in accordance with their wishes. These are then placed in the classroom inclusion files for triangulation.</p>
Arrangements made by the governing body relating to the treatment of complaint from parents of pupils with SEN		
9.	What steps should I take if I have a concern about the school's SEND provision?	<p>Please talk to us – firstly contact your child's class teacher then contact the Inclusion Leader or Head Teacher.</p> <p>We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. We aim to work in partnership with parents in order to provide the best learning experience for the children.</p> <p>If you don't feel after talking to us that your concern has been resolved, you can follow the school's complaints procedure which can be found on our school website or by asking at the school office.</p>
How the school involves other agencies and professionals in meeting the needs of pupils with SEN and in supporting their families.		
10.	What specialist staff are working in the school?	<p>The Inclusion Leader holds the SEN professional qualification for Coordinating SEN in Primary Schools. Our Inclusion Leader has also completed an MA in <i>Children's Literacy Difficulties & Dyslexia</i> and holds an <i>Advanced Educational Practice</i> post graduate diploma for coordinating Special Educational Needs.</p>

	What outside agencies or services does the school access?	Sheet Primary School is able to access all specialist services operating within the Hampshire area and does so as the needs of individual pupils warrant this following usual referral procedures. External agencies include: Educational Psychology, Speech & Language, Kings Arms Young Carers, Early Help Hub, Occupational therapy, Communication and Interaction Team, Inclusion Team, East Hants SEN Team.
How to contact support services for parents of pupils with SEN		
11.	Who could answer my questions regarding organisations which could provide additional support for my child?	If you believe that your child would benefit from support not provided in school, please contact the school to discuss this and we will try to put you in touch with the organisation you need.
	Where can I find out about Hampshire's Local Offer?	https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6
The school's arrangements for supporting pupils with SEN in transferring between phases of education.		
12.	How will the school prepare and support my child when joining the school, moving on to a new stage and when transferring to a new school?	Children joining or leaving Sheet Primary School with significant SEND will have a TPA (Transition Partnership Agreement) completed or a portage liaison from nursery to Reception class. This paperwork provides details of previous interventions, needs and difficulties, what has been successful and what needs to continue in their new setting. A multi-agency team meeting may also take place with external professionals to detail the support and adaptations necessary in their new setting or on entry to Sheet Primary School. Following this, adaptations and training will be put in place if necessary by the Inclusion Leader.

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

13.	Where can I get further information about services for my child?	<ul style="list-style-type: none">● Look at the SEN policy on our website http://www.sheetprimaryschool.co.uk Look at the LA's Local offer on the SEN website https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6● Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/● Hampshire SENDIASS (formerly Support4SEND) https://www.hampshiresendiass.co.uk/
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