

Sheet Primary School



“making a difference for every child”

Special Educational Needs and Disabilities (SEND) Information Report

Updated September 2026

Owning Committee: Curriculum

Owning Governor: Fran Griffiths

Date of Approval: September 2026

Date of next review: September 2027

AIM OF DOCUMENT: To provide parents and carers with clear information about how Sheet Primary School identifies, supports and includes children with SEND, ensuring every child can participate fully, make progress and thrive.

IN EVENT OF CONCERN/QUESTIONS: Contact the owning Governor, contact details available through the school administrator.

HOW DOES THIS DOCUMENT HELP THE CHILDREN?: It ensures that children with SEND are identified early, their individual needs and strengths are understood, and appropriate support and adaptations are put in place. This helps every child to feel included, make progress and thrive at Sheet Primary School.

MONITORING PLAN FOR POLICY: At each Resources meeting, the Committee will review the expenses claimed and will ensure that sufficient funds are allocated in each Annual Budget.

Revision History:

Version	Update details	Date of approval
V7	Full review and update (costs change and added form)	Mar 25

V8	Reviewed and checked	Sep 25
V9	The document has been reviewed and updated for September 2026 to reflect current SEND guidance and our developing whole-school approach to inclusion, ordinarily available provision, sensory awareness and emotional regulation.	Sep 26

Our commitment. Sheet Primary School is an inclusive mainstream primary school. We want every child to belong, participate and achieve. We recognise that children learn and develop in different ways and we work with children, families and professionals to identify and remove barriers as early as possible. High expectations, strong relationships and inclusive teaching underpin our approach.

Statutory context. This report explains how Sheet Primary School implements its policy for pupils with SEND. It should be read alongside the school SEND Policy, Accessibility Plan, Equality information and objectives, Behaviour Policy and Safeguarding Policy. It is reviewed at least annually and updated during the year when significant information changes.

1. What kinds of SEND does the school provide for?

Sheet Primary is a mainstream primary school and supports pupils across the four broad areas of need described in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

Children with SEND are included in the full life of the school, including the curriculum, clubs, visits, residential experiences where applicable, sport, performances and leadership opportunities. Reasonable adjustments and additional planning are made where needed so that pupils can participate safely and meaningfully.

2. How do we identify children who may have SEND?

Class teachers are responsible for the progress and development of every pupil in their class. Concerns may arise through day-to-day assessment, observation, changes in progress or engagement, discussion with the child or family, transition information, screening or assessment, or advice from health and other professionals.

Working below age-related expectations does not, by itself, mean that a child has SEND. We consider the child's pattern of strengths and needs, the barriers they are experiencing, their response to high-quality teaching and ordinarily available provision, and relevant contextual information.

If you are concerned about your child, please speak to the class teacher first. The class teacher can involve the SENCo where further advice, assessment or planning is needed. A medical diagnosis is not required for a child to receive SEN Support where special educational provision is needed.

3. What is our graduated response?

We use the graduated approach of Assess – Plan – Do – Review. Assessment draws together the views of the child, parents/carers, teachers and, where relevant, external professionals. We agree outcomes and provision, put support in place, and review its impact. The cycle is repeated and refined in response to the child's progress and changing needs.

Our starting point is high-quality inclusive teaching and Ordinarily Available Provision (OAP). Where a pupil needs provision that is additional to or different from that ordinarily available to their peers, SEN Support may be put in place. A small number of children with more complex or long-term needs may require an Education, Health and Care Plan (EHCP).

4. How will the curriculum and classroom be adapted?

Teachers plan for pupils' needs across the whole curriculum. Adaptations may include explicit instruction, scaffolding, pre-teaching, additional modelling and practice, visual supports, alternative ways to record, adapted resources, assistive technology, movement or regulation opportunities, changes to pace or task demand, and targeted adult support.

Our classrooms aim to be emotionally safe, sensory-aware and inclusive. Staff consider factors such as noise, lighting, seating, visual load, movement, communication and regulation. Reasonable adjustments are individualised: what supports one child may not be appropriate for another.

Additional adult support is deployed flexibly according to need. Independence, participation and the child's relationship with their class teacher remain central; additional support does not automatically mean continuous 1:1 adult support.

5. How do we assess and review progress?

Teachers assess pupils continually and the school reviews attainment, progress, engagement and wider development. For pupils with SEND, this may include curriculum assessment, standardised assessments where appropriate, observation, work scrutiny, attendance, wellbeing information and progress towards individual outcomes.

Individual plans and/or provision records are reviewed with parents/carers and the child at least termly where appropriate. One Page Profiles help capture pupil voice, strengths, what is important to the child and how adults can support them effectively. EHCPs are reviewed formally at least annually, alongside ongoing school review arrangements.

6. How are parents and carers involved?

We value parents and carers as partners. Families are involved in identifying needs, agreeing outcomes, planning support and reviewing impact. Parents can contact the class teacher or SENCo if concerns arise between formal review points.

Parents receive information about their child's progress through the school's usual reporting arrangements as well as SEND review discussions where applicable. We may also agree practical home-school approaches such as visuals, social narratives or strategies that provide consistency for the child.

7. How are children involved in decisions?

Children's views are sought in ways appropriate to their age and communication needs. Pupils contribute to One Page Profiles, individual outcomes and reviews, and children with EHCPs are supported to contribute to their annual review. Pupil voice also informs wider school improvement through class and pupil leadership opportunities.

We aim to talk with children about strengths, barriers and helpful strategies in a positive, age-appropriate way so that they increasingly understand themselves as learners and develop independence and self-advocacy.

8. What support is available for wellbeing, regulation, behaviour and attendance?

Pastoral support begins with strong relationships and consistent classroom practice. Staff use inclusive, relational approaches and support children to recognise emotions, regulate and return to learning. Depending on need, support may include daily check-ins, ELSA input, visual supports, regulation resources, sensory adjustments and carefully planned changes of environment.

Behaviour is considered in context. Where behaviour may communicate an unmet need or barrier, staff seek to understand what is happening and adjust support while maintaining clear, safe expectations. We avoid approaches that unnecessarily isolate pupils from their peers.

Attendance is monitored for all pupils, including pupils with SEND. Where SEND, anxiety, health or other barriers affect attendance, school works with the family and relevant services to understand the barriers and agree appropriate support.

9. What expertise and training do staff have?

The SENCo leads and coordinates SEND provision and works with the Headteacher, teachers, support staff, governors and external professionals. Training is planned in response to the needs of pupils and school priorities. This may include communication and interaction, autism, ADHD, social and emotional needs, sensory processing and regulation, literacy and numeracy needs, medical needs and safe support for individual pupils.

All teachers are teachers of pupils with SEND. Support staff work under the direction of teachers and the SENCo, with deployment designed to increase access, participation and independence.

10. How are specialist services involved?

Where school-based assessment and intervention indicate that specialist advice may be helpful, we discuss this with parents/carers and follow the relevant referral or consultation pathway. Depending on need, this may include Hampshire SEND services, Educational Psychology, Specialist Teacher Advisory services, Speech and Language Therapy, Occupational Therapy, health professionals, Early Help and other appropriate agencies.

External advice is used to strengthen provision in school and is incorporated into the Assess – Plan – Do – Review cycle.

11. How are resources allocated?

Resources are matched to assessed need and reviewed according to impact. Provision may include classroom adaptations, specialist or adapted resources, targeted interventions, staff training, additional adult support and advice from external professionals.

Ordinarily Available Provision is the foundation of support in mainstream education. Where a child requires provision beyond this, the school and local authority processes for SEN Support, funding and, where appropriate, an EHC needs assessment are followed.

12. How accessible is the school?

The school takes reasonable steps to ensure disabled pupils are not treated less favourably and to enable access to education, information, facilities and activities. The ground-floor accommodation is wheelchair accessible; the school's first-floor KS2 classrooms do not currently have wheelchair access. Individual accessibility needs are therefore considered carefully with families and relevant professionals.

The school Accessibility Plan sets out how we work to increase participation in the curriculum, improve the physical environment and improve access to information. Individual reasonable adjustments are made in response to pupils' needs.

13. How are pupils included in trips and activities?

We plan for pupils with SEND to participate in school visits, clubs and wider opportunities alongside their peers. Risk assessment and reasonable adjustments are used to remove barriers and support safe participation. Families are involved in planning where individual needs require additional consideration.

14. How do we support transition?

We plan transitions into school, between classes and key stages, and on to secondary school according to individual need. This can include additional visits, photographs or visual information, social narratives, meetings with families and receiving settings, information sharing, transition plans and multi-agency meetings.

For pupils with significant or complex needs, transition planning starts early so that appropriate provision, staff knowledge and reasonable adjustments can be in place.

15. What are the arrangements for admission of disabled pupils?

Admission arrangements for pupils with disabilities are considered in accordance with the school's published admissions arrangements and the Equality Act 2010. A child is not treated less favourably because of disability. Where a pupil has an EHCP, placement is considered through the statutory EHCP process. Families are encouraged to discuss accessibility or support needs with the school as early as possible so that reasonable adjustments can be planned.

16. Who should I contact?

Your child's class teacher is normally the first point of contact. The school SENCo is Mrs Jennifer Black. The SENCo can be contacted through the school office on 01730 263310 or via the school's published office contact details. The Headteacher can also be contacted through the school office.

The school's SEND Governor works with school leaders to provide appropriate challenge and oversight of SEND provision. Current governor details are published on the school website.

17. What if I have a concern or complaint?

Please raise concerns first with the class teacher and then, if needed, with the SENCo or Headteacher. We aim to resolve concerns through open discussion and partnership. If a concern remains unresolved, parents/carers can use the school's published Complaints Procedure.

18. Where can families find further information?

Hampshire County Council publishes its SEND Local Offer and information about SEN Support in mainstream schools online. Families can also access independent information, advice and support through Hampshire SENDIASS and IPSEA.

Please also see the SEND Policy, Accessibility Plan and other relevant policies on the Sheet Primary School website. Paper copies of published information can be requested from the school office.

- Look at the SEN policy on our website <http://www.sheetprimaryschool.co.uk>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/
- Hampshire SENDIASS (formerly Support4SEND) <https://www.hampshiresendiass.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>