



**Shipton Bellinger Primary School**  
**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**  
**INFORMATION REPORT**  
**Autumn 2025**

## 1. What types of Special Educational Needs and Disabilities (SEND) can the school make provision for?

Shipton Bellinger Primary School is a 1-form entry mainstream infant school, catering for children aged 4-7 years. We believe that every child is an individual and, as such, we provide a learning environment where every child's needs are addressed.

## 2. How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs and Disabilities (SEND)?

At Shipton Bellinger Primary School, children are identified as having SEND in a variety of ways including the following:

- Liaison with pre-school / nursery or the previous school attended by the child
- Teacher assessments or tests show that the child is performing significantly below age-related expectations
- Concerns raised by class teachers, for example behaviour or self-esteem is affecting performance
- Concerns raised by parents and carers
- Liaison with external agencies, for example Educational Psychology, Speech & Language Therapy, Physiotherapy or Occupational Therapy
- Health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS)

### As a parent, how will I raise concerns if I need to?

• Talk to us – firstly contact your child's class teacher. Concerns can then be raised with Special Educational Needs Co-ordinator (SENDCo) or the Headteacher, as necessary

• We believe partnership with parents is really important and we value your knowledge of your child. We want to be open and honest with you about our observations in school and hope that you will talk openly with us about your observations from home

## 3. How will school support my child? Who will oversee, plan and work with my child, and how often?

- Our SENDCo sets the extra provision for individual children who require additional support. Each child's progress is monitored closely on a half-termly basis using both Teacher Assessment data, results from standardised tests and observations from home and school.
- Class teachers are responsible for organising and timetabling the delivery of this provision, in consultation with the SENDCo. The class teacher will ensure that class work is adapted to meet the child's needs and that what the child is learning in their extra provision is reinforced in class work. Class teachers discuss the progress of individual children with the SENDCo and the Headteacher on half termly / termly basis, for example through Pupil Progress Meetings (PPMs)
- Learning Support Assistants (LSAs) are assigned to all classes for general support, but are also deployed at times to work with specific children, either individually or as part of a group. Children with an Education, Health and Care Plan (EHCP) may have an identified adult or adults to support them in achieving specific targets. The aim of these sessions, who will be providing them and their regularity etc. will be explained to you when the support begins
- If it is deemed to be necessary / appropriate, a child will be placed on the SEND register and further assessment, support and rigorous monitoring of progress will be undertaken. If a child is to go onto the SEND register, a full discussion will take place between the SENDCo and parents to ensure a clear understanding of this process. Children remain on the SEND register until they no longer have an additional special educational need

### Who will explain this to me?

- The class teacher will meet parents at least on a termly basis, although the frequency of these meetings is determined by the level of a child's

needs. This could be part of a Parents' Evening discussion, via a telephone discussion or at a separate meeting arranged at a mutually convenient time. The aim will be to discuss the child's needs, support being put in place, their current targets and progress towards these

- For further information the SENDCo will be available to discuss the support in more detail

#### **How are the Governors involved in supporting children with SEND and what are their responsibilities?**

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this written report does not refer to individual children and confidentiality is maintained at all times
- The SENDCo meets with the link Governor for SEND, on a regular basis. She writes up a report of her meeting and also reports back at the next full Governing Body meeting to keep everyone informed. They can be contacted through the School Office
- The Governors agree priorities for spending within the SEND budget (including the deployment of Teachers and LSAs) with the overall aim of ensuring that all children with SEND receive the support and resources they need in order to make good progress. These decisions are taken in consultation with the Headteacher, SENDCo and the Senior Leadership Team within school.

#### **4. How will the curriculum be matched to my child's needs?**

##### **What are the school's approaches to differentiation and how will that help my child?**

- All work within class is pitched at a variety of levels to ensure that all children are able to access the work at their own level. Lessons will be varied to meet the needs of children working at different levels. Children are grouped flexibly according to their need as per the focus of the lesson aims and goals. This ensures all children can access a lesson and learn at their level. In some lessons children are able to pick their own level of challenge from those offered by the teacher. Where necessary, work will be specifically differentiated or adapted for individual children.
- Where children have specific needs the work and resources will be adapted as directed by the SENDCo or on advice from outside agencies (pencil grips, specialist scissors, individual work stations, visual timetables, simplified instructions etc.) When a child has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily
- Learning Support Assistants (LSAs) may be allocated to work with a pupil in a 1-1 or small focus group to target more specific needs. If a child has been

identified as having a special need, a Pupil Passport will be written with the child and the parent and targets will be set according to their area of need. These will be monitored by the class teacher and be reviewed termly. They will be discussed with parents at Parents Evenings and a copy given to them. If appropriate specialist equipment may be given to children e.g. writing slopes, concentration cushions or pens/pencils grips or easy to use scissors

#### **5. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

##### **What opportunities will there be for me to discuss my child's progress?**

- We offer an open door policy where you are welcome any time to make an appointment to meet with the SENDCo to discuss how your child is getting on. We will also, where possible, offer advice and practical ways in which you can help your child at home, in order to support what we are doing in school
- We believe that your child's education should be a partnership between parents and teachers. We therefore aim to keep communication channels open and communicate regularly, particularly if your child has complex needs. This could be through informal discussions before / after school with the class teacher, a telephone discussion, an email or by scheduling a more formal meeting. In some cases, we operate a home / school link book which your child will bring home every day so that comments from parents and teacher / LSA can be shared and responded to when needed. This allows positives to be shared too and any specific targets can be addressed by home and school working together in partnership. Reading cards / diaries are also useful as a home-school link
- If your child is on the SEND register they will have a Pupil Passport or an Individual Behaviour Management Plan (IBMP) which will include 3-4 individual targets. This is discussed on a termly / half termly basis and parents are given a copy. The targets set are SMARTER (Specific; Measurable; Achievable; Realistic; Time-Specific, Evaluative and Reviewed) targets with the expectation that the child will achieve the target by the time it is reviewed. Children may move on and off the SEND register at any time in accordance with the progress they have made and this decision will always be made in discussion with parents.
- If your child has a more complex SEND they may have a Transition Partnership Agreement (TPA) meeting, particularly at points of transition, or have an EHCP, which means that a formal meeting will take place each year to discuss your child's progress and a formal report will be written. School can request statutory assessment which, if successful, now leads to an EHCP. Through this process more formal meetings involving external agencies will take place to discuss your child's progress and identify possible barriers to learning and a written report will be submitted to County.

## How does the school know how well my child is doing?

- At Shipton Bellinger Primary School we measure children's progress in learning against national expectations and age-related expectations
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Year R (using the Early Year's Foundation Stage Profile) through to Year 2 (using a variety of different methods, including achievement against national age-related expectations and age-standardised test scores).
- Children who are not making adequate progress are discussed further during Pupil Progress Meetings (PPMs) previously discussed between the class teacher, the SENDCo or the Headteacher. Any potential barriers to learning will be identified and the support given to the child will be adjusted as necessary. Further support from outside agencies will also be considered if, as a school, we feel this would enable us to make better provision for your child.
- When your child's Pupil Passport is reviewed comments are made against each target to show what progress your child has made to date. If your child has not met the target the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure your child is enabled to make progress. Parents are then invited into school to review progress and, along with their child, discuss and agree the new targets.

## 6. What support will there be for my child's overall wellbeing?

**What is the pastoral, medical and social support available in the school?** • We are an inclusive school; we welcome and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe that a child's self esteem is crucial to a child's wellbeing. We have a very caring and understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies.
- Shipton Bellinger Primary School also has a number of trained Emotional Literacy Support Assistant's (ELSA's), who work with individual children who have specific needs and small groups under the direction of the SENDCo. We also have a TALA who promotes active listening and support for individuals across the school
- Our Parent Support Worker works 5 hours a week and provides a weekly drop-in service for parents who would like support at home with their children. The Pastoral team can make referrals for individual parents who would like support.
- We have a Pastoral team, which consists of the Headteacher, SENDCo, and DSLs (Designated Safeguarding Leads). They meet regularly to ensure to best pastoral care is given to our children and families
- We work closely with the School Nursing Team who advise and support us in writing Health Care plans when necessary

## 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 class teacher and fill in a form in the School Office if medication is recommended and prescribed by health professionals to be taken during the school day
- On a day to day basis Mrs Emm (Admin Officer) and Mrs Otterbech (Admin Assistant) oversee the administration of any medicines
- In the event of a trip or residential, other staff members undertake appropriate training to provide support.
- As a staff team we have regular updates and training (for example from the School Nurse) on conditions and medication affecting individual children so that all staff are able to manage medical situations effectively

**What support is there for behaviour, avoiding exclusion and increasing attendance?** • As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils

- If a child has behaviour difficulties, an Individual Behaviour Management Plan (IBMP) is written, alongside the child and parents to identify the specific issues, put relevant support in place and set targets. Exclusions are extremely rare as early intervention usually helps a child to address their issues
- Staff will keep records of behaviour incidents and these are then analysed to identify any patterns or possible triggers
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps the child to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- As an inclusive school, we promote empathy and tolerance. Some behaviours are features of particular individual needs and medical diagnoses and we work with a child's peers to develop a greater understanding of difference. Similarly, we encourage all parents to share our inclusive principles
- The attendance of every child is monitored on a daily basis by the Admin Staff. Lateness and absence are recorded and reported upon to the Headteacher. The Headteacher monitors progress each month for every child and termly for groups of children, which is reported to Governors.

Good attendance is actively encouraged and attendance is reported in the School Newsletter and celebrated through certificates. We aim to intervene and offer support early through our Parent Support Worker if difficulties are identified

### **How will my child be able to contribute their views?**

- Shipton Bellinger Primary School considers it important that each child is able to express their views on all aspects of school life. Pupil-led action groups allow all children to contribute their views (for example School Council and Eco Team) as class representatives feed back to their class and take their views back to meetings
- All children review their progress towards their targets on a regular basis and children who have Pupil Passports review their progress and set new targets on a termly or half termly basis with their class teacher and LSA
- Each term the SENDCo **meets with the children identified as having SEND. The children's views on their progress and provision are sought** and the children are encouraged to discuss and identify their own strengths and next steps
- If your child has an EHCP their views will be sought before any review meetings and, if appropriate, your child will be invited to attend part of the meeting

### **7. What specialist services and expertise are available at or accessed by the school?**

- Our SENDCo works alongside the Headteacher (Miss Bev Seed)
- Our SENDCo regularly attends network meetings, Hampshire briefings and working closely with colleagues in other local schools
- **As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school** including:- Behaviour Intervention (for example The Behaviour Support Team and Child and Adolescent Mental Health Service (CAMHS)) and Health (including the School Nurse, General Practitioners, Clinical Psychologists, Speech and Language Therapists, Occupational Therapists; Social Services (including the Locality Team, Social Workers, Specialist Teachers for Visual and Hearing impairment and Educational Psychologists)). Other specialist external agencies can also be contacted as and when the need arises
- We have a speech and language assistant who works 1 day a week supporting children with their targets provided by the speech and language therapist

### **8. What training have the staff supporting children with SEND had or are currently having?**

- **We have LSA's who are ELSA trained and support children within the classroom, as well as doing individual and group ELSA sessions**
- We have a member of the team who is trained in THRIVE and also one in TALA
- The SENDCo regularly reviews EHC paperwork and ensures appropriate training sessions are put in place to support specific areas of need.
- A number of members of staff and the SENDCo have had training in delivering Speech and Language programmes from the Speech and Language Therapists. These members of staff work closely with the Speech and Language Therapist when he/she visits each term
- A number of members of staff have received training in delivering physiotherapy programmes from the physiotherapists. These members of staff work closely with the physiotherapist when she visits each term and deliver personalised programmes to specific children
- A number of members of staff have been trained in supporting children with physical disabilities during P.E. and other physical activities, including using wheelchairs
- All of our LSAs have had training in delivering reading, spelling, phonics and maths programmes
- All staff have received training from Solent NHS trust on supporting children with speech and language and physical disabilities
- All members of staff have regular safeguarding training and the school has three DSLs (Designated Safeguarding Leads)
- Many support staff and administrative staff have Emergency Aid in Schools first aid training and, in addition, those working with the Early Years children (Year R) are trained as Paediatric First Aiders

### **9. 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 we aim for all children to be 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 everyone's Health and Safety will not be compromised. These are written alongside any relevant outside agencies.** In the highly 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

### **10. How accessible is the school environment?**

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Where relevant, some toilets are fitted with additional support equipment. The school is all on one level with ramps at specified fire exits
- There is 1 marked disabled parking bay in

the main staff car park

- We liaise with Hampshire Ethnic Minority and Traveller Achievement Service (HEMTAS) who assist us in supporting families with English as an Additional Language (EAL) and children who are Travellers
- The School has an Accessibility Plan

## 11. How will the school prepare and support my child when joining the school and transferring to a new school?

- If children are joining the school in Reception, parents will be invited to attend an information evening for parents and a series of settling in 'Stay and Play' sessions. Staff in the Early Years will visit the children at home and in their pre-school settings where possible. For children with identified SEND we would encourage further visits to gather information and to assist them with becoming acclimatised to their new surroundings. Where relevant, a TPA meeting will be held to aid transition, which will be reviewed early in the Autumn term
- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits and Transition Partnership Agreement (TPA) meetings to enable them to become more familiar with the school environment and to ensure we are aware of children's needs and plan their support. Where the needs are complex we would also visit children in their current school if this is possible.
- We write social stories and share photo books with children if transition is potentially going to be difficult. If your child has complex needs then a TPA meeting or EHCP Review will be used as a transition meeting and staff from both schools will be invited to attend. We may also write an individual transition plan
- When children are preparing to leave us for a new school, typically a secondary school but also due to military moves, we arrange additional visits and TPA meetings to aid transition for the more vulnerable pupils. We liaise carefully with the pastoral leader and SENDCo at the receiving school
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has an EHCP then the review meeting will be used to plan transition and staff from both schools will be invited to attend

## 12. How are the school's resources allocated and matched to children's SEND needs?

- We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available.
- We have a team of LSAs and a Family Support Lead who is funded from the Pupil Premium and central school budget to deliver programmes to individual children and small groups
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an LSA

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

- The class teacher, alongside the SENDCo and parents, will discuss the child's needs and decide what support would be appropriate
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels
- This will be achieved through ongoing discussions with parents and any outside agencies involved

### How do we know if it has had an impact?

- By reviewing children's targets on their Pupil Passports and ensuring they are being met
- Analysing data
- Pupil Progress Meetings
- The child is making progress academically against national / age expected levels and the gaps with their peers is narrowing – they are catching up with their peers or expected age levels and standardised scores
- Verbal or written feedback from the class teacher, parent and pupil
- Samples of work from before and after the period of intervention
- SENDCo's SEND tracking system
- Children may move off the SEND Register and onto the Early Intervention register when they have caught up or made good progress. This will be discussed with parents. Alternatively, their level of need may decrease from a Statement or an EHCP to SEND School Support (now a single category, formerly split into School Action / School Action +)
- Where children are receiving additional support their attainment will be recorded both before the intervention begins and once it has been completed. This allows your child's progress to be measured over a period of time. Where children are receiving intensive, additional support we would hope to achieve double the normal rate of progress, for example two months progress with their reading over a one month period.

## 14. How are parents / carers currently involved in the setting? How can I get involved?

- Parents are consulted through discussion groups, action groups, online surveys and questionnaires
- Open mornings and afternoons are held to show parents round our school
- Parent workshops are organised to help parents to support their children more effectively at home (e.g. on behaviour management, reading, phonics, spelling and maths)

## 15. Who can I contact for further information about services for my child and SEND support at Shipton Bellinger Primary School?

- The first point of contact would be your child's class teacher in order to share your concerns
- You could also arrange to meet the SENDCo or Miss Bev Seed (Headteacher) or ask the SEND Governor, Clare May
- From September 2014 every Local Authority is required to publish information about services they expect to be available in their area for children and young people with SEND and also services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer' and the Hampshire Local Authority 'Local Offer' can be found on our school website.
- The Inclusion Policy will also be on the school website
- Contact Support 4 SEND [www.hants.gov.uk/support4send](http://www.hants.gov.uk/support4send)
- Contact Independent Parental Special Education Advice ([www.ipsea.org.uk](http://www.ipsea.org.uk))

## 16. Who should I contact if I am considering whether my child should join the school?

- Contact the School Admin Office to arrange to meet the Headteacher (Miss Bev Seed) who would willingly discuss how the school could meet your child's needs. You may also request to meet with the SENDCo should you wish to discuss particular needs.

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

- If you have a worry or wish to discuss something about your child or Pennington's approach to SEND the first point of contact should be your child's class teacher or the SENDCo. Your query or concern may then be passed on to the Headteacher.
- The school is very keen to ensure good communication with parents and carers and takes all queries and concerns seriously. We will acknowledge your query or concern within 2 working days and endeavour to resolve the issue as soon as possible

### Parental Consultation

A random sample of families were consulted regarding the SEND Information Report for Shipton Bellinger Primary School.

### How is our SEND Information Report reviewed?

The SEND Information Report was developed in consultation with staff, parents and governors and will be reviewed on an annual basis.

### GLOSSARY

SEND – Special Educational Needs and / or Disability

SENDCo – Special Educational Needs Co-ordinator  
LSAs – Learning Support Assistants

ELSA – Emotional Literacy Support Assistant

EHCP – Education, Health and Care Plan  
TPA – Transition Partnership Agreement

PPM – Pupil Progress Meeting

IBMP – Individual Behaviour Management Plan

BEP – Behaviour Education Plan

CAMHS – Child and Adolescent Mental Health Services  
EAL – English as an additional language

HEMTAS – Hampshire Ethnic Minority and Traveller Achievement Service