# Abbotts Ann Church of England Primary School

*Learning through **curiosity**, **compassion** and **courage***

# SEND Information Report

# 2026-2027

**Signed:** _____ (Chair of Governors)

**This policy has been approved and adopted by the Governing Body in November 2026 and will be reviewed in November 2027.**

At Abbotts Ann CE Primary School, we celebrate every success of each child whilst embracing individuality and one another's uniqueness. We nurture a supportive, forward-thinking community in a safe and stimulating Christian environment for children of all faiths or none. We commit to inclusive, inspiring lifelong learning which develops global citizens who are prepared and empowered to make a meaningful difference in God's world. Guided by the teachings of Christ and rooted in spirituality, we aim for every child to grow with curiosity in their minds, **compassion** in their hearts, and **courage** in their actions.

At Abbotts Ann CE Primary School, we pride ourselves on being an inclusive, dynamic school; upholding high expectations for all children. We strive for all children to receive high-quality, adaptive teaching experiences which account for individual differences to promote stronger outcomes. Achieved through ordinarily available provision and targeted intervention we support 18.5% of children who are currently on the SEN register including 3.7% of children with Education Health Care Plans (EHCP). This includes supporting children across the 4 broad areas of need identified in the SEN code of practice: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical.

**The SEN Team:**

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| Kelly Roach | Headteacher, Designated Safeguarding Lead |
| Alice Eggington | SENCO, Designated Teacher for Looked-after Children and Post Looked-after Children |
| Jo Lockhart | SEN Governor |
| Carly Hughes | ELSA |
| Louise Swift<br>Jennifer Stratford<br>Sarah Readman<br>Liz Bulkeley | Class Teachers |
| Learning Support Assistants | |

**Contact information**

You can contact our SEN team at:
Abbotts Ann Church of England Primary School
Duck Street,
Andover,
SP11 7FE

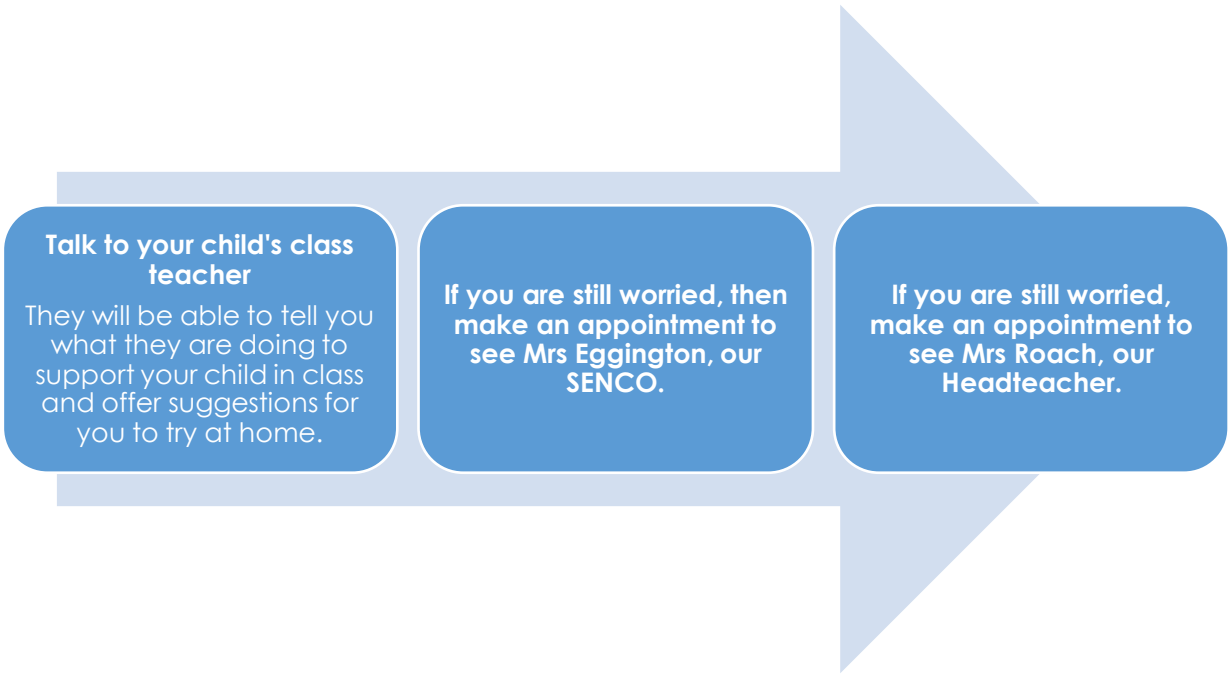
Email: SENCO@abbottsann.hants.sch.uk
Phone: 01264710244

**Identifying pupils with SEN and assessing their needs:**

Abbotts Ann CE Primary uses the following processes, informed by Hampshire's SEND Criteria:

- Liaison with pre-schools, previous schools and educational settings.
- Identification of children performing below age-expected levels, despite targeted intervention.
- Monitoring of children who are not making expected progress.
- Review of concerns raised by parents or carers.
- Evaluation of concerns raised by teaching staff.
- Consultation with external agencies.

**Raising a concern as a parent:**




**Support for pupils at Abbotts Ann CE Primary School:**

- The class teacher will plan and work with your child and ensure that progress is made in every area.
- Our SENCO will oversee the progress of your child and will work with the class teacher to ensure that your child is supported appropriately.
- Learning Support Assistants (LSAs) are deployed by class teachers to support children as appropriate, often in small groups.
- External professionals will provide support where necessary for specific needs which include Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Specialist Advisory Teachers for a specific physical need such as hearing or visual impairment, or outreach support from local specialist schools.

**Adaptive teaching and learning:**

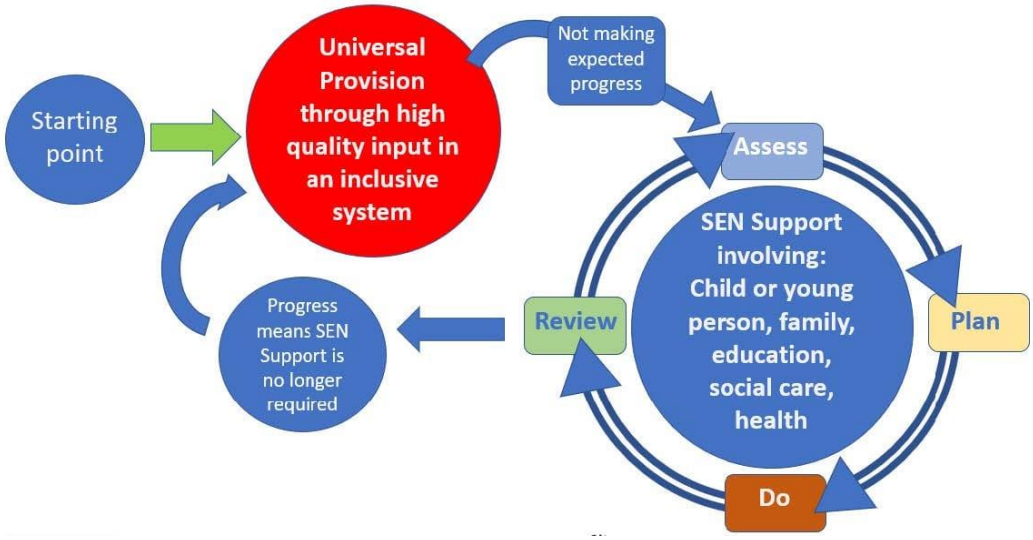
- Teaching and learning is adapted so that your child is able to access the curriculum.
- Teachers' planning identifies where your child may require individual and personalised adaptations to fully access their learning.
- Your child will have access to the appropriate resources needed to help them make progress which could include specialist resources.
- Learning spaces throughout the school promote communication friendly environments for all children.

**Individual support:**

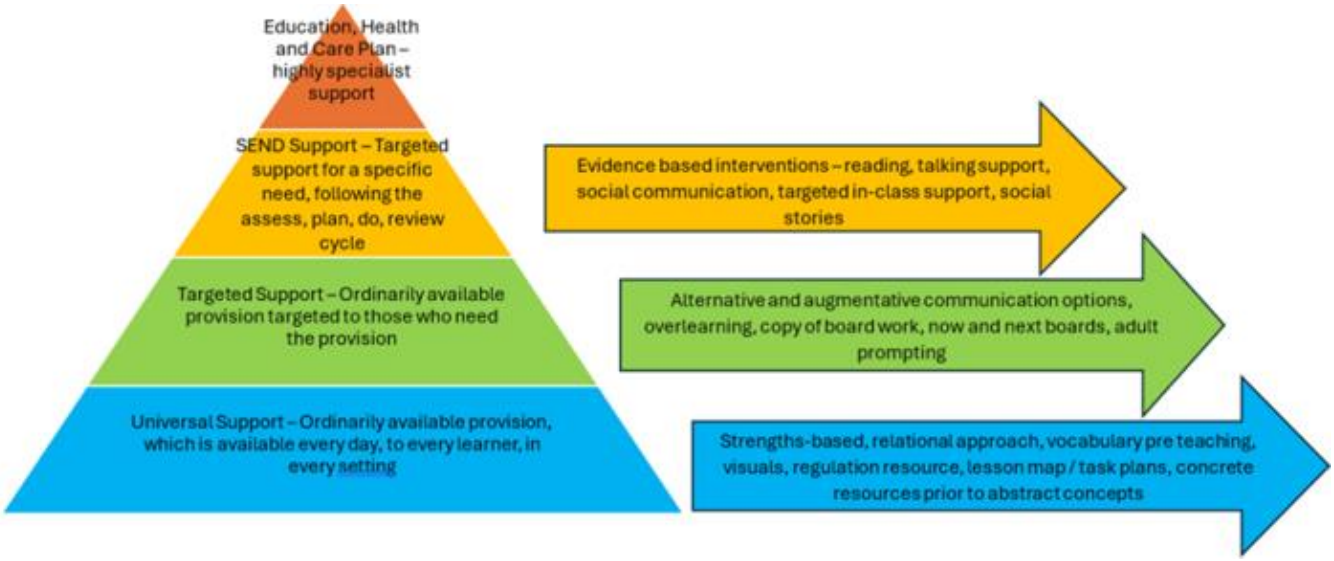
- Your child's progress will be regularly reviewed by the Class Teacher, SENCO and Headteacher, formally through pupil progress meetings and informally through professional reflections. Identified gaps in academic, social and emotional learning are considered and planned for in subsequent provision.
- The Class Teacher will continually assess your child and note areas where they are improving and where further support is needed.
- Your child may require different levels of support at different points in time. Support is based around their development stages and learning profile.
- If your child is on the SEN register, your child will have am "All about me" profile which is produced by parents/carers and the child. The Class Teacher will agree your child's targets with you and set review dates accordingly. This is overseen by the SENCO.
- If your child has an EHCP, a formal Annual Review meeting will take place each year to review the support package your child is receiving.
- Open communication between school and home is encouraged and school will provide regular opportunities for families to meet with school staff. These includes SEN welcome back meetings, SENCO Parent Partnership Meetings, parent consultations and Individual Support Plan reviews. Parents can also make appointments to speak with staff by contacting the school office at any time.
- Your child could be entitled to access arrangements for any DfE Statutory Assessments. If your child is entitled, the school will register them for these arrangements, and you will be informed of this by your child's Class Teacher. Decisions are based on the Department for Education's requirements and application process, which is carried out by the Headteacher.

**Measuring the impact:**

- Through the Assess-Plan-Do-Review cycle (see diagram below), targets in your child's Individual Support Plan are reviewed at the end of each cycle and allow the Class Teacher to track the progress made.




- The Class Teacher will track your child's academic, social and emotional progress against national age-related expectations (ARE).
- The triangulation of outcomes from evidence-based interventions and professional observation and their assessment data will determine whether your child accesses universal or targeted ordinarily available provision or SEN support.
- You will be informed if or when your child no longer needs to be on the SEN register.




**The sharing of progress and support information**

- Your child's Class Teacher will meet with you twice a year at your parents consultation meeting to discuss your child's needs, support and progress as well as providing an annual report.
- If your child is on the SEN register, the Class Teacher and SENCO will meet with you termly to discuss and review your child's needs, support and progress towards their individual support plan as well as providing a termly written update and an annual report.

- If your child requires a Transition Partnership Agreement (TPA) or has an EHCP, a formal meeting with you, school staff and other professionals involved in the education of your child will take place to discuss their progress and to agree on the next steps.

**Available support for well-being:**

- 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 liaises with the SENCO for further advice. This may involve working alongside outside agencies such as health, children's services, Hampshire Educational Psychology and the Primary Behaviour Service.
- The school has an Emotional Literacy Support Assistant (ELSA), Lego Therapist, Cognitive Behaviour Approach Assistant and Forest School Leader who works under the direction of the SENCO and Headteacher.

**Administration of medicine and personal care support:**

- The school has a policy regarding the administration and managing of medicines on the school site, as well as a policy on supporting pupils with medical conditions.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day and will be asked to complete a permission form giving details of the times and dosage of the medication.
- Every classroom has a medical box containing first aid equipment and necessary medicines for individual pupils, all labelled with clear instructions for administration. Any medicines that are classed as controlled drugs are kept within the school office and administered within the office.
- On a day-to-day basis the trained administrative staff will normally oversee the administration of any medicines.
- If a child has a medical need, a care plan will be written outlining their needs and the procedures that staff must follow.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff can manage medical situations.

**Support for behaviour to avoid exclusions and increase attendance:**

- The school has a positive behaviour policy which is available to parents. All stakeholders are accountable for adhering to the policy and we take pride in our expectations and school rules of 'Ready, Respectful, Safe' within our positive behaviour framework.
- If your child requires additional support to promote their pro-social behaviour skills a personal support plan and risk assessment is written to identify presenting behaviours, triggers, classroom support and relevant intervention strategies.
- A child may benefit from carefully planned sessions with specialist, trained support assistants who will work under the direction of the SENCO.
- The school engages with outreach services to support individual pupil's behaviour needs.
- Attendance of every child is monitored daily by the school. Lateness and absences are recorded accordingly and reported to the Headteacher. Attendance meetings

are held termly for identified children at risk of persistent absenteeism. This is defined by the DfE and meets the expectations of the local authority.

**Pupil voice and views**

- Children who have an Individual Support Plan (ISP) as part of the Assess, Plan, Do, Review or Personal Support Plan (PSP) will have the opportunity to discuss their progress and targets with their Class Teacher or LSA. Children may also be included in the meetings with parents and teachers so that their views may be heard and included in any decisions.
- If your child has an EHCP their views will be sought before any annual review meetings.

**Governor responsibilities**

- The named governor who is responsible for SEN meets regularly with the SENCO to review systems and processes.
- The SENCO reports to the Headteacher and governors regularly to inform them about the progress of children with SEN and how resources are used whilst maintaining confidentiality at all times.

**Specialist services and expertise available or accessed by the school**

- The school SENCO regularly monitors and observes practice in all classrooms and therefore has a good understanding of how children with SEND are being supported, addressing issues as and when they arise.
- We use The School's Therapy Pack to support individual needs within different areas of learning and development.
- We offer specialist, targeted support through our whole school intervention timetable for children with identified barriers and/or gaps in their development and learning.
- We use the GL Assessment Dyslexia screener to assess whether children may be at risk of dyslexia.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
  - Health services including GPs, community public health advisors, educational psychologist, speech and language therapists, occupational therapists and physiotherapists.
  - Social Services including locality teams and social workers.
  - Specialist advisory teachers and outreach teachers.
  - Primary Behaviour Service.

**Professional Development Training in supporting children with SEN**

- The SENCO is trained through the means of an NPQSEN and works in consultation with the Hampshire advisory team. The SENCO receives half-termly support by attending SENCO Circle groups facilitated by Hampshire Educational Psychology.
- We have an Emotional Literacy Support Assistant (ELSA) who receives regular supervision and training from the Hampshire Educational Psychology.

- All teaching staff receive regular training on supporting children with social, emotional and mental health needs and are supported by specialist outreach teachers where appropriate.
- The school's Educational Psychologist provides additional training for the teaching staff where appropriate.
- Where a particular programme has been identified to support individual children, teachers and support staff will be trained to deliver this.

**Activities and enrichment outside the classroom including school trips**

- All children are included in all aspects of the National Curriculum, and we aim for all children to be included on each school trips. We will plan to provide the necessary support needed to mitigate risk in order for an enjoyable, manageable enrichment experience.
- A thorough risk assessment is carried out prior to any off site activity. The school prioritises the health and safety of all participants and in no circumstances will this be compromised. In the event that it is considered unsafe or unsuitable for a child to take part in an activity, then alternative provision will be provided in school.

**Accessibility**

- The school's Accessibility Plan recognises the need to make reasonable adjustments for pupils with SEN so that they are not at a substantial disadvantage.

**Pupil admission and transfers**

- We encourage all new children and their families to visit the school prior to starting.
- For the new Year R cohort, the Class Teacher and SENCO will visit the preschool setting to meet to the child and discuss their needs with key staff to inform provision and practice, initiating the transition process.
- For the new Year R cohort, the Class Teacher and Learning Support Assistant will arrange optional home visits to learn more about your child in preparation for their transition to school.
- In the summer term, for the new Year R cohort, we offer stay and play sessions and a teddy bears picnic in preparation for their transition to school.
- For in-year transfers, where appropriate, school staff will visit children in their current setting.
- For in-year transfers, where appropriate, school may arrange a transition pre-visit to their new class.
- We use social stories where appropriate to support children with transitions.
- When children with SEN are preparing to transfer to a new school, typically to secondary education, we follow the transition arrangements of the receiving school, who leads this process.
- We work in partnership to ensure effective information sharing when children join or leave Abbotts Ann.
- If your child requires a Transition Partnership Agreement (TPA) or has an EHCP, a formal meeting between schools will take place.
- When moving between classes at Abbotts Ann we provide opportunities for enhance transition experiences where appropriate.

**Further information about services**

- Our school's Inclusion and related policies on our website https://www.abbottsann.hants.sch.uk/Policies/
- Our SEN advice and signposting section of the school website https://www.abbottsann.hants.sch.uk/Special-Educational-Needs/
- The local offer from Hampshire County Council https://www.connecttosupporthampshire.org.uk/family-information-and-services-hubfish/send-local-offer/
- The Hampshire SENDIASS website https://www.hampshiresendiass.co.uk/
- Community Public Health Nursing https://www.healthforkids.co.uk/hampshire/school-nurses/