Micheldever C of E Primary School

Special Educational Needs and Disability (SEND) Information Report

This document is produced in accordance with Section 69 of the 2014 Children and Families Act.

Our Aim

At Micheldever Church of England Primary School, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We recognise that children make progress at different rates and not always in a steady linear pattern. We are extremely proud of our school's nurturing ethos.

We pride ourselves on the feeling of 'family' within our school and high-quality teaching is underpinned by excellent relationships with each other, our pupils and between home and school.

Glossary: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of this report.

Questions: If you have any further questions about SEND provision in our school, please read our SEN Policy or contact the school office for more information.

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SENCo: Mrs Holly Gray
Headteacher: Mr Tom Bint
SEND Governor: Mrs Carey Hornby

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What types of SEN does our school provide for?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/or physical

If a child has SEND, then their needs will be found in one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is available to all pupils.

Communication and Interaction Needs

Communication and interaction Special Educational Needs (SEN) refer to difficulties a child may have in expressing themselves and understanding others. This can include challenges with speaking, listening, understanding language, using gestures or facial expressions, and building social relationships.

Children and young people with these needs may find it harder to start or maintain conversations, interpret social cues, or adapt their communication to different situations. Some may have speech, language and communication needs (SLCN), while others, such as those with autism, may experience differences in how they interact socially and process communication.

Supporting communication and interaction involves creating a positive, inclusive environment, using clear and structured language, and providing opportunities for learners to develop their social and communication skills in ways that work best for them.

Cognition and Learning Needs

Cognition and learning Special Educational Needs (SEN) refer to difficulties a child may have with thinking, understanding, and processing information. These needs can affect how a child learns new skills, remembers information, and applies their knowledge across different areas of learning.

Children with cognition and learning needs may find it challenging to acquire basic literacy or numeracy skills, follow instructions, organise their work, or work independently. Some may learn at a slower pace, while others may have specific learning difficulties, such as dyslexia or dyscalculia, that impact particular areas of learning.

Supporting these children involves providing clear explanations, breaking tasks into manageable steps, and offering opportunities for repetition and reinforcement. A supportive learning environment that uses a range of teaching approaches can help build confidence and enable children to make progress in ways that suit their individual needs.

A child with Cognition and Learning Needs may have one of the following:

- Moderate Learning Difficulties (MLD)

- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD) Difficulties such as Dyslexia, Dyscalculia, Developmental coordination disorder and Down syndrome fit under this umbrella term.

In a mainstream primary school, it is most likely that we will support children with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD).

Dyslexia

Dyslexia is a specific learning difficulty that primarily affects a child's ability to read, write, and spell. It can also impact how a child processes and remembers information.

Children with dyslexia may find it challenging to recognise words, decode text, or organise their thoughts in writing, despite having strengths in other areas. With the right support, such as structured teaching approaches and adapted resources, children with dyslexia can build confidence and succeed in their learning.

Dyscalculia

Dyscalculia is a specific learning difficulty that affects a child's ability to understand and work with numbers. It can impact skills such as counting, recognising patterns, and solving mathematical problems.

Children with dyscalculia may find it challenging to grasp basic number concepts, remember maths facts, or apply their mathematical understanding in everyday situations. With supportive teaching strategies and practical approaches, children can develop confidence and improve their mathematical skills.

Developmental Coordination Disorder (DCD)

Developmental Coordination Disorder (DCD), sometimes known as dyspraxia, is a condition that affects a child's physical coordination and motor skills. It can impact how a child plans and carries out movements.

Children with DCD may find tasks such as writing, dressing, using tools, or participating in physical activities more challenging. With supportive strategies, adapted activities, and encouragement, children can build confidence and develop their coordination skills over time.

Down syndrome

Down syndrome is a genetic condition that affects a child's development, including their learning, communication, and physical development. It is caused by the presence of an extra chromosome.

Children with Down syndrome may learn at a slower pace and may need support with speech, language, and developing independence. With the right support, encouragement, and inclusive opportunities, children with Down syndrome can make progress, build strong relationships, and achieve positive outcomes.

Social, Emotional and Mental Health Needs

Social, Emotional and Mental Health (SEMH) needs refer to difficulties a child may experience in managing their emotions, forming relationships, and maintaining positive mental wellbeing. These needs can affect how a child or young person thinks, feels, and behaves in different situations.

Children with SEMH needs may find it challenging to regulate their emotions, cope with stress, or respond appropriately to social situations. This can sometimes present as withdrawn behaviour, anxiety, or low mood, while others may show frustration, impulsivity, or difficulty following rules and expectations.

SEMH needs can arise from a range of factors, including, but not limited to early experiences, trauma, mental health conditions, existing Special Educational Needs or ongoing life challenges. To support these children, it is important to provide a safe, consistent, and understanding environment, where relationships are strong, and support for emotional development and wellbeing is embedded in daily practice.

Sensory and Physical Needs

Sensory and physical needs refer to difficulties a child may have with their physical functioning or sensory processing. These needs can affect how a child moves, accesses their environment, or responds to sensory information such as sound, light, touch, taste, or smell.

Children with sensory and physical needs may experience challenges with mobility, coordination, or fine motor skills, which can impact tasks such as writing, using equipment, or moving around the classroom. Others may have sensory impairments, such as hearing or vision loss, or differences in how they process sensory input, which can make everyday environments feel overwhelming or difficult to navigate.

Supporting these children involves adapting the environment, providing specialist equipment where needed, and using strategies that reduce barriers to learning. A well-planned, inclusive approach helps children access opportunities, build independence, and feel confident in their surroundings.

Which Staff will Support my Child?

At our school, we believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of ALL pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils. The SENCo is responsible for ensuring teachers:

• understand a child's needs

• are trained in meeting those needs

• have appropriate support to meet a child's needs.

Special Educational Needs Coordinator (SENCo)

The SENCo at Micheldever Primary School is Mrs Holly Gray. Mrs Gray is responsible for supporting children with special educational needs and disabilities (SEND) within school. She works

closely with staff, families, and external professionals to make sure children get the right support to help them learn, develop, and feel included. Mrs Gray also helps to identify needs, put support plans in place, and promote inclusive practice across the school so every child can succeed.

Learning Support Assistant (LSA)

Learning Support Assistants (LSAs) play an important role in helping children with special educational needs (SEN) feel supported and included in the classroom. They work alongside the teacher to provide extra help, whether that's explaining tasks, adapting activities, or offering reassurance. Many of our LSAs also deliver interventions to support children with a specific identified need. LSAs receive coaching and training from our Headteacher, SENCo and outside professionals. They work closely in conjunction with class teachers to secure the best possible outcomes for all children.

Emotional Literacy Support Assistant (ELSA)

At Micheldever Primary School, Ms Stirling is the Emotional Literacy Support Assistant (ELSA). Ms Stirling helps children understand and manage their emotions so they can feel happy, safe, and ready to learn. She works with children who may be experiencing challenges such as anxiety, low confidence, or difficulties with friendships. Ms Stirling provides a calm and supportive space where children can talk, learn coping strategies, and develop their emotional awareness.

Governor responsible for Special Educational Needs (SEN)

Our SEN governor is Mrs Carey Hornby. Mrs Hornby helps to oversee the support provided for children with Special Educational Needs (SEN) in school. She works closely with Mrs Gray, our school SENCo to make sure the right policies, support, and resources are in place. Mrs Hornby helps ensure that the school is inclusive and that all children's needs are being met, acting as a link between the governing body and the school's SEN provision.

External Support

Sometimes it may be necessary to seek additional support outside of the school staff team. Below is a list of professionals who we commonly work with to support children in our school.

- Speech and Language Therapists (SALT)
- Educational Psychologists (EP)
- Specialist Teacher Advisory Service (STAS)
- Occupational Therapists (OT)
- Physiotherapists
- GPs and Paediatricians
- School nursing team
- Primary Behaviour Service (PBS)
- Hampshire Inclusion Team
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Private tutors
- Outreach support from specialist schools and provisions
- Alternative Provision providers

- Charities
- Children's Services Department professionals including the Multi-agency Safeguarding Team (MASH)
- Family Support Service (FSS) and Social Workers

How will the school support my child?

Class teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In all curriculum areas pupils are taught in mixed attainment groups. They may be grouped by levels of attainment for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to adapt resources and activities to ensure the pupil can access learning at a level that is appropriate for them. The school makes reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children.

Some examples of reasonable adjustments that may be made are listed below.

Curriculum Adjustments	Other adjustments
• Personalised curriculum • Practical, hands-on learning activities • Pre-teaching of topic-specific vocabulary • Tasks and resources designed to meet the needs of the individual • Interventions to support classroom academic learning • Small group or 1:1 adults support within lessons • Use coloured overlays or coloured paper	• Now and Next boards • Task and reward systems • Personalised visual timetable • Integrated sensory and movement breaks • Ear defenders offered as appropriate • Task Plans to support children through the stages of a task

Ordinarily Available Provision (OAP)

Ordinarily Available Provision (OAP) is the 'toolkit' used by staff in school to support all children to learn and succeed. It ensures that most children's needs can be met straight away in the classroom, without needing specialist intervention.

Some of components that make up our Ordinarily Available Provision at Micheldever Primary School are listed below.

- Quality first adaptive teaching
- Clear teacher modelling and use of strategies such as faded scaffolds
- Visual aids or prompts
- Access to practical resources
- Access to writing aids
- Focus on teaching of vocabulary

- Additional phonics teaching into Key Stage 2
- Use of the Zones of Regulation to support emotional wellbeing
- Clear routines and expectations
- Calm corners in all classrooms

Individual Provision Plans (IPPs)

In addition to the Ordinarily Available Provision that we offer, children who are on the SEN register will receive more specific, additional support. The package of support in place for each child is detailed on their Individual Provision Plan (IPP). A child's IPP contains information about how they learn best, the provision that is in place for them and any targets that they are currently working towards. IPPs are formally reviewed half-termly but are used as a working document by teaching staff. IPPs are shared with parents termly.

Assess, Plan, Do, Review

Each half-term, we use Assess, Plan, Do, Review (APDR) cycles to monitor the attainment, progress and general wellbeing of the children on our SEN register and to review the provision that is currently in place for them.

Assess: Mrs Gray, our SENCo visits classrooms to observe the children on the SEN register.

Plan: Mrs Gray then works with the class teacher to outline a support plan for each child in their class for that cycle.

Do: The teachers and support staff ensure that the agreed provision is in place for all children on the SEN register in their class.

Review: Mrs Gray (SENCo) and the class teachers meet to review the provision that is currently in place for each child on the SEN register. This is also when Individual Provision Plans (IPPs) are formally reviewed.

Assessment

Each half term, all children on the SEN register are assessed by their teacher using our SEN assessment tool, in addition to the assessments completed by all children. The teachers use the information gained from these assessments to inform their classroom planning, provision and interventions for the child and targets that are written on the child's Individual Provision Plan (IPP).

Education Health and Care Plans (EHCPs)

If a child has been identified as needing a particularly high level of support, the school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs.

This is a legal process, which sets out the amount of support that will be provided for your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.

If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEN support. After the reports have been written, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write a draft EHC Plan. If this is not the case, they will ask the school to continue with the support as SEND Support. The EHC Plan will outline the outcomes that your child will work towards and the additional provision that will need to be put in place in order for the child to meet them.

An EHCP will come with the appropriate Local Authority funding for the provision for the child to be put into place.

How will the school know if my child needs SEN support?

Concerns about a child can be raised in a number of different ways. Below are some of the most common ways that a child's SEN needs may be identified.

- Concerns raised by parent/carer
- Liaison with preschools/nurseries/previous school
- The pupil performing significantly below age related expectations
- Concerns raised by teacher
- Liaison with external agencies, e.g. Speech, Language and Communication concerns assessed by a Speech and language Therapist.

If a concern is raised about a barrier to a pupil's learning/progress, at either school we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments e.g. Speech Language and Communication, screening for Dyslexia and ongoing teacher assessment.
- Scrutiny and moderation of work samples
- Discussion between staff, including the Special Needs Coordinator (SENCo) to draw on expertise from within the school
- Discussion over time with parents
- Discussion between a child and a familiar adult in school to gain the child's perspective including their social, mental and emotional needs
- Outside agencies will be consulted at the appropriate time
- The SENCo may also provide the family with signposts to outside agencies who may offer further support to the family.

If a pupil is identified as having SEND then their name will be added to the SEND Register, however, we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age-related expectations. If children reach this threshold, they may be removed from the school SEN register, after careful review with parents. If they fall behind again at any point, then they may be added to the register again.

Who will explain my child's provision to me?

Your child's class teacher will be happy to discuss the provision that is in place for your child with you. Additionally, Mrs Gray, our school SENCo, will be able to answer any questions you have related to SEN in school.

If your child has an Individual Provision Plan (IPP), this will be shared with you termly. You will also have the opportunity to make an additional parents evening appointment with Mrs Gray, our school SENCo, if you wish to do so.

Additional phone-calls, meetings or emails will be used to keep you updated on your child's progress and discuss support in more detail, if required.

What should I do if I think my child has special educational needs?

If you believe that your child may need additional support in school, your main point of contact should always be your child's class teacher, who will be able to discuss your concerns with you.

If you need to speak with other staff members, such as the SENCo, then the class teacher or school office staff will be able to help you arrange this.

How will the school support my child's wellbeing?

All adults in school are responsible for the welfare of our pupils. We foster a positive ethos where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Half-termly pupil mental health check ins
- Use of the Zones of Regulation for all children in school to support their emotional wellbeing
- School Mental Health lead practitioner who takes responsibility for ensuring that children's mental health and wellbeing is considered and protected in all scenarios
- Teacher led Circle Times to discuss emotions, worries, feelings
- Class teachers adapting approaches within class to support a child's needs
- Peer support through buddy system
- Access to a quieter environment when needed
- Extra communication with Parents/ Carers through times of increased need for the child
- Emotional support from Teachers, LSAs or ELSA.
- All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ ICT and Health and Safety.

How does the school support with behaviour?

At Micheldever Primary School, we understand that all behaviour is communication and therefore the first thing that we would investigate would be what the child is communicating. Our behaviour policy is based around the PACE model, which stands for Playfulness, Acceptance, Curiosity and Empathy. As with learning, we also take an inclusive approach to behaviour.

If it is identified that a child needs more support with their behaviour, a referral may be made, with parental consent, to the Primary Behaviour Service (PBS), Child and Adolescent Mental Health Service (CAMHS) or Hampshire Educational Psychology Service (HEPS).

More information about the ways in which we support behaviour can be found in our full behaviour policy.

How will my child be able to contribute their views?

Pupil voice is highly valued and the children's opinions are sought on many areas of school life.

- All pupils have daily opportunities for pupil voice within their classes through PSHE, Circle times, discussions with peers and adults.
- The school has an active student council, where pupils are elected each year to represent their class peers. The student council consults on whole school plans, leads on charity activities at school and is able to express pupils' views to senior leaders throughout the school year.
- Subject leaders regularly use Pupil Voice to gain an understanding of the children's views about their subject. Mrs Gray, our SENCo, also does this with children on the SEN register.
- If your child has an Individual Provision Plan (IPP) or EHCP , their views will be sought before any review meetings. The child's views will be formally recorded on both of these documents.

out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities will be provided in school.

How accessible is the school environment?

- Micheldever Primary School is built on one level with no stairs
- The school has sloping ramps at specific entrances
- A fully equipped accessible WC is available in the middle of the school at Micheldever.
- Where possible, the school will adapt the environment to meet any specific needs of a child.
- To assist with supporting families with English as an additional language, we liaise with Hampshire's Ethnic Minority and Traveller Advisory Service (EMTAS), who assist us in making the school environment more accessible.

What should I do if I have a complaint about the SEN support that my child receives?

If you are unhappy about the SEN support that your child receives, please either approach your child's class teacher or book an appointment to see Mrs Gray, our SENCo, via the school office. It is likely that through working collaboratively, we can create a package of support that meets the child's SEN needs and supports them to fully access school life.

If you still feel unhappy about the SEN support that your child receives, please make a formal complaint by using the school's usual formal complaint procedure.

Useful Resources

- Further information may be found at:
- Parent Partnership (independent, free advice for parents of children with SEND): http://www3.hants.gov.uk/parentpartnership https://www.ipsea.org.uk/
- County SEN Team: http://www3.hants.gov.uk/sen-home
- Autism: https://www.autism.org.uk/what-we-do/help-and-support https://www.childautism.org.uk/ https://resourcesforautism.org.uk/resourcesfor-parents/
- The National Autistic Society Hampshire Branch: http://www.shantsnas.org.uk/
- Hampshire Dyslexia: http://hantsda.org.uk/
- Parent Voice: http://www3.hants.gov.uk/parentvoice
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: http://www3.hants.gov.uk/gatewaycard
- Hampshire Inspectorate and Advisory Service Communication and Language team: http://www3.hants.gov.uk/childrensservices/specialneeds/teacher-advisers/communication-and-language.htm
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: http://www3.hants.gov.uk/servicesforschools/education-psychology.htm 15
- Speech and Language Therapy service: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-andlanguage-therapy-(paediatric).aspx
- Dyslexia: https://www.bdadyslexia.org.uk/advice/children https://www.helenarkell.org.uk/
- Hampshire Ethnic Minority and Travellers Advisory Service: http://www3.hants.gov.uk/education/emtas.htm
- School nurse team: http://www.hampshirehospitals.nhs.uk/schoolnursing
- Winchester Young Carers: http://wycp.org.uk/
- Friends of the Family, offering voluntary support for families who need help: http://www.friendsofthefamilywinchester.org.uk/
- Police Community Support Officers: http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/policecommunity-support-officers/
- Winston's Wish, a national charity supporting families that have been bereaved: http://www.winstonswish.org.uk/
- Simon Says, a local charity supporting families that have been bereaved: http://www.simonsays.org.uk/
- SONUS, Hampshire Deaf Association: http://www.sonus.org.uk/
- NDCS, National Deaf Children's Society: http://www.ndcs.org.uk/
- CAMHS, Child and Adolescent Mental Health Service: https://hampshirecamhs.nhs.uk/
- Paediatricians: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/c/child-health-services-(paediatrics)/royalhampshire-county-hospital-child-health-services.aspx
- Occupational Therapists: http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm
- Physiotherapists: http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-andeastleigh-therapy-services.aspx 23. Who should I contact if I am considering whether my child should join the school?

Common SEN terminology and acronyms

ADD: Attention Deficit Disorder

ADHD: Attention Deficit/Hyperactivity Disorder

APDR: Assess, Plan, Do, Review. A continuous cycle used by schools to identify a child's needs, plan support, implement it, and review its impact.

ASC: Autistic Spectrum Condition. Pupils who may find it difficult to understand and use non-verbal and verbal communication

BDA: The British Dyslexic Association

BESD: Behavioural, Emotional and Social Difficulty. Pupils whose behaviour or social needs preSENDt a barrier to learning

CAMHS: Child & Adolescent Mental Health Service

CF: Cystic Fibrosis

CoMED: Co-ordination for Medical Needs

DCD: Development Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia: Pupils have a specific and persistent difficulty in acquiring mathematical skills

Dyslexia: Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas

Dyspraxia: Pupils with impairment of gross and fine motor skills

EAL: English as an additional Language

EHC: Education and Health Care

ELSA: Emotional Literacy Support Assistant

EMTAS: Ethnic Minority and Traveller Advisory Service

EP: Educational Psychologist

HEPS: Hampshire Educational Psychology Service

HI: Hearing Impaired

HLTA: Higher Level Teaching Assistant

IPP: Individual Provision Plan

Inclusion: School provides flexible curriculum and increased capacity to meet needs of all pupils
Integration: Where a child fits into existing school provision and curriculum

LA: Local Authority

LSA: Learning Support Assistant

MD: Muscular Dystrophy

MLD: Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum

OAP: Ordinarily available provision. The package of support that is available to all children in a setting, regardless of need.

OT: Occupational Therapist

PACE: Playfulness, Acceptance, Curiosity and Empathy. An approach to behaviour management.

PBS: Primary Behaviour Service

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties. Pupils with complex learning needs and other significant physical difficulties

Portage: Home-based pre-school education for children with development delay, disabilities or any other special educational needs

RNIB: Royal National Institute for the blind

RNID: Royal National Institute for Deaf and hard of hearing people

SALT: Speech and Language Therapist

SEND Code of Practice: Practical guidance to LEAs and the governing bodies of all maintained schools

SEN: Special Educational Needs

SENCo: Special Educational Needs Co-ordinator

SEMH: Social, Emotional and Mental Health needs. Pupils whose behaviour or social needs present a barrier to learning

SLCN: Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD: Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia

SLCN: Speech, Language and Communication needs

SSS: Specialist Support Service

STAS: Specialist Teacher Advisory Service

Zones of Regulation: A framework that helps children recognise and manage their emotions by grouping feelings into four coloured zones (blue, green, yellow, red) linked to levels of alertness and behaviour.