

Special Educational Needs Information Report (2025)

At Romsey Abbey Primary School we strive to support all children to enable them to achieve their best at school. In order to do this many steps are taken to support them through their learning journey. High Quality teaching is vital; however, for some children there are occasions when further targeted additional support may be needed to help them achieve age related expectations.

Roles & Responsibilities of the special Needs Co-ordinator (SENDCo).

Our SENDCo is Mrs Hayley Coughlin and in conjunction with the Head Teacher, is responsible for the operation of the Special Educational Needs Policy and coordination of specific provisions made to support individual children with SEND. We liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected. We regularly have contact with a wide range of external agencies that are able to give more specialised advice. If you have any concerns regarding SEND matters do not hesitate to contact us.

SEND definition

The following is an extract from the SEND code of practice 2014: "a child or young person has a special educational need if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a **significantly** greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to others of the same age in mainstream school or mainstream post 16 institutions.

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| Identifying SEND pupils | <p>Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this report, a pupil is defined as having SEND if they have:</p> <ul style="list-style-type: none">● A significantly greater difficulty in learning than most others of the same age.● A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.● Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings. <p>How does Romsey Abbey Primary School know if children need extra help?</p> <p>We know pupils may need extra help if:</p> <ul style="list-style-type: none">● concerns are raised by families, teachers or the child● expected progress is not made over time● there is a significant change in the pupil's behaviour● there is a significant change in rates of progress that cannot be explained by usual developmental patterns● Liaison with pre-school / nursery or the previous school attended by the child● We receive information regarding a health diagnoses through the Paediatrician or Child and Adolescent Mental Health Services (CAMHS) |
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| | <p>What should I do if I think my child may have special educational needs?</p> <ul style="list-style-type: none"> • The class teacher is the initial point of contact for responding to parental concerns. They will be able to explain how your child learns in school and which strategies are most effective to support them. Many strategies for supporting pupils within school will be readily available to all pupils irrespective of their need. • Teachers and the school SENDCo work closely with parents to identify barriers to learning as early identification is key to supporting pupils to make the best possible progress. • Your child's class teacher may also be able to give some suggestions of activities which can be completed at home to further aid the development of your child. Please look at our school SEND Padlet page for advice and support. SEND Romsey Abbey School • Low attainment and/or slow progress does not automatically mean a child is recorded as having SEND. • A diagnosis of a learning or medical need does not automatically mean a child is recorded as having SEND • If you have further concerns please contact Mrs Hayley Coughlin who is the SENDCo. |
| <p>Making provision for SEND pupils</p> | <ul style="list-style-type: none"> • What kind of provision is made at the school? <p>Romsey Abbey Primary School sees inclusion of children identified as having special educational needs and disabilities as a core part of our school values, and we aim to model inclusion in our staffing policies, relationships with families and the wider community.</p> <p>As a mainstream school we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, attendance, home context, age and maturity. We understand that many pupils, at some time in their school career, may experience barriers which affect their learning, and these may be long or short term. Depending on the needs of your child, many strategies to support learning will be used, these include:</p> <ul style="list-style-type: none"> • High quality teaching – All of our teachers have the highest expectations for the children in their care. Together with the SENDco and Headteacher teachers will carefully assess your child's abilities and highlight any areas of progress which are of concern. As a team we will plan engaging lessons which are fully differentiated to cater for all pupils in the class. We will monitor and review your child's progress regularly and provide additional support if necessary. • Teachers remain responsible for all children in their class even if they are having support from a Teaching Assistant (TA). Teachers and TAs work with different groups and individuals at different times so that all children have time with the class teacher. • TA class support – A TA may work with a group of children during an input/task to help them understand/extend their thinking so that they can access the work. This could be for the whole lesson or in small sections in between independent work. They may also provide some pre-teaching (prior to the lesson) so children have already had experience of the learning in a smaller group and are more confident to give it a go with their peers. • 1:1 and small group interventions are decided by teachers and the SENDCo and often administered by TAs. The decision about what level of support your child will receive will be made by the class teacher, SENDCo and Head teacher. Parents are welcome to contact the school in addition to parents' evenings, to |

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| | <p>discuss the support your child receives and any concerns you may or may not have.</p> <ul style="list-style-type: none"> • We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. For many young children we use a range of strategies to help them understand how to be an effective learner. We predominantly use praise to motivate and encourage learners. At times, we may need to provide targeted support which may include the use of ELSA sessions, social stories or additional nurture sessions. <p>How will staff support my child?</p> <ul style="list-style-type: none"> • The school adheres to 'The Special Educational Needs and Disabilities Code of Practice: 0- 25 years' when identifying the individual needs of children with SEND and, as outlined in the Code of Practice, high quality teaching, which is appropriately personalised for the child, is the first step in responding to possible SEND. By successfully adapting the curriculum, class teachers are able to ensure potential barriers to learning are reduced. These adaptations can include but are not limited to: pre-teaching techniques; allowing for longer processing times; reading instructions aloud; pictorial representations; practical resources; use of word banks and prompt sheets; use of 'talking tins' to verbally rehearse writing; and using aids such as coloured overlays, visual timetables or larger, clearer font. • If your child is identified as needing SEN Support, they will receive provision which is additional to or different from our core offer. This may involve sustained working individually or as part of group interventions to help them with an area they need support in. • Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This will include additional specific support by the teacher/teaching assistant. Resources may need to be drawn from across the school. • If a pupil has needs related to more specific areas of their education, for example spelling, handwriting, numeracy and literacy skills then the pupil may be placed in a small focus group. • When planning, attention will be paid to the individual strategies and targets as laid out in the child's Learning Plan. <p>How will the curriculum be matched to my child's needs?</p> <ul style="list-style-type: none"> • When a pupil has been identified with a Special Educational Need or Disability, adaptations will be planned by the class teacher to enable them to access the curriculum more easily. • If a child has been identified as having a Special Educational Need or Disability, targets will be set according to their area of need. These will be monitored by the class teacher and fed back to parents at termly parents' meetings. • Your child will access all areas of the curriculum. We work very hard at Romsey Abbey school to ensure that additional interventions do not cause children to miss out on their curriculum entitlement. <p>How is the decision made about what types of and how much support my child will receive?</p> <ul style="list-style-type: none"> • Occasionally a pupil may need more expert support from an outside agency. A referral will be made with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and families. |
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| | <ul style="list-style-type: none"> ● If appropriate, specialist equipment will be provided to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors. ● Access arrangements, such as a scribe or extra time, for public exams can be made available if the child's needs meet the criteria. ● If a pupil is deemed to have needs beyond the reasonable adjustments made by the school; the school and family would discuss applying for an Education, Health Care Plan (EHCP) and the possibility of specialist provision. |
| Assessing SEND pupils | <p>How will both I and Romsey Abbey Primary School know how my child is doing?</p> <ul style="list-style-type: none"> ● As a school we measure children's progress in learning against National and age-related expectations. ● Pupils are assessed at the end of 5 phases; these are reviewed in Pupil Progress Meetings. This is a meeting where the class teacher meets with the Head Teacher and the SENDCo or deputy head teacher to discuss the progress of the pupils in their class. This shared discussion will highlight any pupils who are not progressing as they should, further support is then planned. ● The length of time of the intervention will vary according to need, but will generally be one phase (half a term). The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. ● If it is deemed to be necessary / appropriate, a child will be placed on the SEND register and further assessment, support and monitoring of progress will be undertaken. If a child is placed on the SEND register, a discussion will take place with parents to ensure there is a clear understanding of the process. Children remain on the SEND register until they no longer have an additional special educational need. If your child is added to the SEND register this does not mean they will stay on it indefinitely. Once your child has made appropriate progress, and after discussion with you, they may be removed from the SEND register. ● If your child is on the SEND register they will have a learning plan, this will be shared with you and you may be given ideas for how to further support your child at home to meet their specific learning targets. ● You will be able to discuss your child's progress at Parents' Evenings and have an opportunity to put forward your views. Children make the most progress when families and school work closely together to support learning. ● Your child's class teacher will be available at the end of each day if you wish to discuss progress. Appointments can be made to speak in more detail to the class teacher or SENDCo by visiting the school office. ● The Governors of Romsey Abbey Primary School are responsible for entrusting a named person, Liz Wagner to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE. |
| Supporting SEND pupils well being | <p>What support will there be for my child's overall well-being?</p> <p>The school offers a wide variety of pastoral support for pupils who are encountering difficulties. These include:</p> <ul style="list-style-type: none"> ● Class teachers and staff members work hard to build positive and trusting relationships with the children. All teachers work hard to ensure their classrooms are a safe and trusting environment. |

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| | <ul style="list-style-type: none"> • All year groups follow the Jigsaw scheme of PSHE, which heavily focuses on well being. We also include specific well being lessons into our curriculum when the need arises. • Members of staff such as the class teacher, TA, ELSA and SENDCo are readily available for pupils who wish to discuss issues and concerns. At Romsey Abbey Primary School the pastoral team regularly review concerns. They provide support and guidance for children, staff and families. • The ELSA also runs specific programmes of support with individuals or small groups to address issues such as bereavement, bullying, anxiety, friendships. • If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse or medical specialist in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. • Where necessary and in agreement with parents/carers medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both child and staff member. • When appropriate, Speech & Language Programs, Physiotherapy and/or Occupational therapy is undertaken by a member of staff after training from the specialist. • All support staff have basic first aid training. (St John's Ambulance). • 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. We pride ourselves on being a school that teaches behaviour. • If a child has emotional or behavioural difficulties a Boxall Profile may be completed to identify the specific issues. Relevant targets are then set and support put in place. • Pupils who face barriers which present in physical behaviours which may harm others will have a risk assessment and a behaviour learning plan which is shared and assessed with parents termly. • After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. We also look carefully at the skills which children need to develop to be able to manage their behaviour throughout the school day and then put in a programme of teaching and support to help children learn this. • Attendance of every child is monitored on a daily basis by the Admin Team in the school office. Lateness and absence are recorded and reported upon to the Pastoral Team. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. |
| Supporting SEND pupils at home | <p>How will you help me to support my child's learning?</p> <ul style="list-style-type: none"> • We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Child and Family Support Worker (CFSW) or 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. • If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home. • After closely analysing and evaluating pupils' progress, teachers work with pupils to unpick and understand their barriers to learning so additional focused support can be put in place. To track support and progress we use learning plans. |

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| | <ul style="list-style-type: none"> ● Pupils will work with their teacher to complete a learning plan during the first half term of the school year. This document sets out the long-term targets which your child and their teacher feel they need to achieve. ● Teachers then work closely with the SENDCO to break down their long-term targets into manageable achievable (SMART) targets. ● Their learning plan will state clearly the targets and provisions put in place to be able to support this. Pupils take responsibility for working towards and evaluating their own targets alongside the adults in their classroom. ● At each half term (October, February and May) your child's learning plan will be reviewed and adapted. Learning plans are shared via email using our assessment tracking system INSIGHT. Parents are also given a copy of this plan during each parent / teacher meeting. ● Parents also have the opportunity to make an appointment to meet the SENDCO during parent / teacher meetings. ● Parents are supported to work on these targets with their children at home as it is vital that SEND pupils take responsibility for their goals and understand how these can be achieved both in school and at home. ● |
| Supporting staff when working with SEND pupils | <p>What training is provided for staff supporting children with SEND?</p> <p>Different members of staff have received training related to SEND. The school has an ethos of continuous professional development (CPD), therefore training is given a high priority, should a pupil's need warrant additional training or support from a particular discipline then this would be sought. The following training has been undertaken:</p> <ul style="list-style-type: none"> ● How to support pupils on the autistic spectrum. (Hampshire) ● Autism Ambassador training ● How to support pupils with social and emotional needs. (ELSA Hampshire) ● Music Therapy ● Pupil Manual Handling and Hoist training ● Positive Handling Training ● Introduction to Makaton ● Phonics (Little Wandle) ● Basic Counselling Skills (CPCAB) ● Therapeutic Crisis Intervention (Cornell University) ● Attachment Theory (Dr Peter Kelly UKCP) ● Adapting Classroom Approaches to meet Individual Needs (PBST) ● ELKLAN - Speech and language training ● Nurture UK <p>At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:</p> <ul style="list-style-type: none"> ● Occupational Therapists ● Physiotherapists ● CAMHS (Child & Adolescent Mental Health Service) ● Specialist Teacher Advisory Service ● Primary Behaviour Support Service ● Social Services ● Speech & Language Therapists ● Paediatricians ● School Nursing Service ● Educational Psychologists ● Psychodynamic Therapists |

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| Adapting our environment | <p>How accessible is the school environment?</p> <p>As a school we are happy to discuss individual access requirements.</p> <p>Facilities we have at present include:</p> <ul style="list-style-type: none"> ● Ramps into school to make the building accessible to all. ● 2 toilets adapted for disabled users. ● Wheelchair accessible lift. ● Wide doors in most parts of the building. ● Year R to 6 fully wheelchair accessible ● Disabled parking bay. <p>Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. On rare occasions health and safety cannot be met by reasonable adjustments and alternative provision will be made by the school in partnership with families.</p> |
| Involving parents in the provision for SEND pupils. | <p>How are parents/carers currently involved with SEND at school and who can they contact for more information?</p> <p>All parents are encouraged to contribute to their child's progress in education. This may be through:</p> <ul style="list-style-type: none"> ● discussions with the class teacher ● during parents' meetings ● during discussions with the SENDCo, CFSW or other professionals ● during reviews of Learning Plans parents are encouraged to feedback regarding positive outcomes and support for next steps. <p>We also welcome parents into school to support within classes. Parents may hear children read or work on a small focused activity with a group. If you would like to come into school to support us, please let the office know.</p> |
| Empowering pupils | <p>We value and celebrate each child being able to express their views on all aspects of school life. This is carried out through Class PSHE lessons, through the School Council, school prefects and Head girl/boy meetings which have an open forum for any issues or viewpoints to be raised.</p> <ul style="list-style-type: none"> ● There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. ● If your child has an Education & Healthcare Plan (formally Statement of Educational Need) then their views will be sought before any review meetings. ● All children on the SEND register have a pupil passport which states their areas of strengths and difficulties and how they would like to be supported by the adults who work with them. These have been written by the children with support from their class teacher. |
| Concerns around SEND pupils | <p>What steps should I take if I have a concern about the school's SEND provision?</p> <p>Initial concerns should be raised with the class teacher. A meeting can be arranged directly with them or via the school office. Further discussion can take place with the SENDCo, who can be contacted via the office or by e-mail. Should you still be unsatisfied then please contact the school office who will provide you with the formal complaints policy and procedure.</p> |

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| <p>SEND Pupils moving onto their next chapter in education.</p> | <p>How will the school prepare and support my child when joining Romsey Abbey Primary School or transferring to a new school?</p> <p>Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • The Head teacher will meet with parent/carers and the child before starting; this meeting will include a tour of the school. • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • All pupils attend a transition session where they spend some time with their new class teacher. • Additional visits are also arranged for pupils who need extra time in their new school. • The SENDCo and CFSW are always willing to meet parents/carers prior to their child joining the school. • Secondary school staff visit pupils prior to them joining their new school, usually within the first term • Y6 pupils follow a transition module from the PHSE curriculum. • Pupils spend at least one day in their secondary school, with support from their TA if necessary. Additional sessions may be arranged according to need. • The Y6 class teacher and SENDCo will liaise with the SENDCos from the secondary schools to pass on information regarding pupils with SEND. • Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, the secondary school SENDCo, the parents/carers and where appropriate the pupil. |
| <p>Further information</p> | <p>Where can I get further information about services for my child?</p> <p>Further information about Hampshire's Local Offer can be found here: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</p> <ul style="list-style-type: none"> • Look at our school website on our SEND page where you will find lots of information and helpful tips. <p>https://www.romseyabbeyschool.co.uk/send</p> |

There are many SEND terms that are abbreviated which can lead to confusion. See attached Appendix 1 for a glossary of the most used SEND terms.

Glossary of terms

- ADD Attention Deficit Disorder
- ADHD Attention Deficit & Hyperactivity Disorder ASD Autistic Spectrum Disorder
- ARE Age Related Expectations
- BESD Behavioural Emotional & Social Difficulties
- BSS Behaviour Support Service
- CAF Common Assessment Framework
- CAMHS Child & Adolescent Mental Health Service
- CiC Child in Care
- COP Code of Practice
- CP Child Protection
- EAL English as an Additional Language
- EP Educational Psychologist
- EWO Education Welfare Officer
- FSM Free School Meals
- HI Hearing Impairment
- LEA Local Education Authority
- MLD Moderate Learning Difficulty
- OT Occupational Therapist
- PBST Primary Behaviour Support Team
- PSP Pastoral Support Programme
- SaLT Speech & Language Therapy
- SEN Special Educational Needs
- SEND Special Educational Needs & Disability
- SENDCo Special Educational Needs Co-ordinator
- SpLD Specific Learning Difficulty
- VI Visual Impairment
-