

WICKHAM CHURCH OF ENGLAND PRIMARY SCHOOL



2026-27

SEND Information Report



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Welcome

Special Educational Needs and Disability (SEND) Provision at our school

Wickham Church of England Primary School is a mainstream primary school where every child is known, valued and supported to thrive. Guided by our Christian vision and values, we are committed to creating an inclusive community where all children feel they belong and can achieve their full potential.

We recognise that every child is unique. Children learn in different ways and at different rates, so we work closely with families to ensure that every child receives the right balance of support and challenge to help them succeed. At Wickham, we are committed to helping children develop confidence, independence and a strong sense of self-worth. Through rich and memorable learning experiences, we encourage curiosity, resilience and the courage to take risks. We also help children understand how they can make a positive difference to our local community and the wider world.

We currently educate around 300 children, including many who have special educational needs and/or disabilities (SEND). Children at our school have a wide range of needs and strengths, including:

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech, language and communication needs
- Moderate learning difficulties
- Specific learning difficulties, such as dyslexia and dyspraxia
- Visual impairments
- Physical disabilities and mobility needs
- Medical needs
- Social, emotional and mental health needs

We believe that, with the right support, encouragement and opportunities, every child can flourish both academically and personally.



What does SEND mean?

SEND stands for Special Educational Needs and Disabilities.

The SEND Code of Practice says that a child or young person has SEND if they have a learning difficulty or disability that means they need additional or different support to help them learn and make progress.

A child or young person may have SEND if they:

- Find learning significantly more difficult than most other children of the same age; or
- Have a disability that makes it more difficult to access the same educational opportunities as their peers.

What is special educational provision?

Special educational provision is the additional or different support provided to help a child or young person learn, achieve and participate fully in school life.

What do we mean by "provision"?

Provision simply means the support and opportunities that a school puts in place to help a child make progress and thrive.

This might include:

- Adaptations to teaching and learning activities
- Additional support from adults
- Specialised resources or equipment
- Targeted interventions or programmes
- Support for emotional wellbeing
- Access to enrichment activities and wider school opportunities
-

This support is tailored to meet each child's individual strengths and needs.



What are the four areas of need?

There are four broad areas of need stated in The Code of Practice.



Cognition and Learning (C&L)

Learning difficulties can vary widely in both type and severity. Some children may need support in one area of learning, while others may need support across several areas of the curriculum.

Specific learning difficulties may include dyslexia (difficulties with reading and spelling), dyscalculia (difficulties with maths) and dyspraxia (difficulties with coordination and motor skills).

Sensory and/or Physical (SPN):



Some children have a disability that can make it more difficult for them to access learning, school facilities or other aspects of school life in the same way as their peers.

Examples include hearing impairments, visual impairments and physical disabilities. These children may benefit from additional support, specialist equipment or reasonable adjustments to help them access all aspects of school life and achieve their full potential.



Communication and Interaction (CI)

Children with speech, language and communication needs may find it more difficult to understand or use spoken language, express their ideas, follow conversations or communicate effectively with others. Some children may also find understanding the social aspects of communication, such as taking turns in conversations or interpreting body language and facial expressions, more challenging.

Every child is different, and their needs may change over time. A child may experience difficulties with one, some or many aspects of speech, language and communication at different stages of their development.

Social, Emotional and Mental Health (SEMH):



Children may experience a range of social, emotional and mental health (SEMH) difficulties that can affect their wellbeing, relationships and engagement with learning. These difficulties may present in a variety of ways, including anxiety, withdrawal, emotional dysregulation, difficulties forming and maintaining relationships, low mood, or behaviours that challenge.

Some children may also have neurodevelopmental differences, such as Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) or Autism Spectrum Condition (ASC), which can impact on their social, emotional and behavioural development. These needs may occur alongside SEMH difficulties and may require additional support to help children thrive in school.

Some children may fit into multiple areas of need and may have a primary area of need and a secondary area of need.



Who is responsible for SEND at Wickham Church of England Primary School?

Every school is
a school for
children with
SEND.

Every leader is
a leader for
children with
SEND.

Every teacher is
a teacher for
children with
SEND.

Every governor
is a governor
for children
with SEND.

Who will support my child and how often?

The support that a child receives will depend on their individual strengths and needs.

The class teacher has overall responsibility for your child's learning and progress. They will plan and deliver support, monitor progress and ensure that any additional needs are identified and met within the classroom.

Our SENDCo (Special Educational Needs and Disabilities Coordinator), senior leaders and Headteacher oversee SEND provision across the school. They work closely with teachers to ensure that appropriate support is in place and that children are making progress.

We also have Learning Support Assistants (LSAs) who work with individual children and small groups. They may provide support in the classroom or deliver targeted interventions under the direction of the class teacher and SENDCo.

The type and frequency of support will vary depending on your child's needs. If your child is receiving additional support or an intervention programme, we will explain what this involves and how often it will take place.

How will I be kept informed?

We believe that working in partnership with parents and carers is essential to helping children thrive.

Your child's class teacher will discuss your child's progress, support and next steps with you at least once a term, usually during parent consultation meetings.

If you have any concerns or would like to discuss your child's progress at any other time, please contact your child's teacher directly or through the school office to arrange an appointment.

Our staff aim to communicate with parents and carers promptly when additional support is being considered or put in place. This helps us work together to provide a consistent approach at home and at school.

If you would like more detailed information about SEND support, assessments or external services, our SENDCo will be happy to discuss these with you.



Who and what is a Special Educational Needs Coordinator?

Mrs Hollie Shilling became the school's Special Educational Needs Co-ordinator (SENCo) in September 2024. She holds the National Professional Qualification for Special Educational Needs Co-ordinators (NPQ SENCO) and is a member of Wickham Primary School's Senior Leadership Team.

Mrs Shilling has 18 years of teaching experience, including 12 years in leadership roles. She works closely with pupils, families, staff and external agencies to ensure that children with special educational needs and disabilities receive the support they need to thrive.

Mrs Shilling works Monday to Thursday and can be contacted using the details below:

Email: h.shilling@wickham-primary.hants.sch.uk / Telephone: 01329 833065

What does the SENDCo do?

The SENDCo (Special Educational Needs and Disabilities Coordinator) works closely with teachers, parents and external professionals to ensure that children with SEND receive the support they need to thrive.

The SENDCo is responsible for:

- Coordinating and monitoring SEND provision across the school.
- Supporting teachers to meet the needs of children with SEND.
- Overseeing SEND records and ensuring they are kept up to date.
- Monitoring the progress of children with SEND.
- Working in partnership with parents and carers.
- Liaising with external agencies and specialist professionals.
- Supporting the implementation of the school's SEND Policy.

While the SENDCo coordinates and monitors support, the class teacher remains responsible for the day-to-day teaching, learning and progress of every child in their class.

Can the SENDCo diagnose SEND?

No. The SENDCo cannot diagnose a special educational need or disability. However, the SENDCo can help to identify areas where a child may need additional support and can seek advice from specialist services where appropriate.

Formal diagnoses are made by suitably qualified health or education professionals, depending on the child's needs. These may include professionals such as:

- Educational Psychologists
- Paediatricians
- Speech and Language Therapists
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)

The school will work closely with families and relevant professionals to ensure that children receive the support they need, whether or not they have a formal diagnosis.



What Does Teaching and Learning for Pupils with SEND Look Like at Wickham?

At Wickham Church of England Primary School, we are committed to ensuring that every child can access a broad, balanced and ambitious curriculum. We recognise that children learn in different ways and that some may require additional support, adaptations or resources to help them succeed.

All schools are required to make reasonable adjustments for pupils with special educational needs and disabilities (SEND). The strategies and support that help a child learn will vary according to their individual strengths and needs. As children grow and develop, their needs may change, and the support provided will be reviewed and adapted accordingly.

Strong partnerships between home and school are central to effective SEND support. Listening to the views of children and their parents or carers helps us to understand what is working well and where further support may be needed.

High-Quality Inclusive Teaching

High-quality teaching is the first step in responding to pupils who may have SEND. Our teachers use a range of inclusive strategies that are available to all pupils, including:

- Clear explanations and instructions
- Visual supports and resources
- Adapted tasks and outcomes
- Opportunities for overlearning and repetition
- Support for vocabulary development
- Flexible grouping and collaborative learning
- Structured routines and predictable classroom environments
- Appropriate use of assistive technology where needed

These approaches help to remove barriers to learning and ensure that all pupils can participate fully in school life.

Ordinarily Available Provision

We use the Hampshire Local Offer's Ordinarily Available Provision for All (OPAL) guidance to support the development of inclusive practice across the school. OPAL outlines the provision, adaptations and strategies that should ordinarily be available to meet a wide range of additional learning needs within mainstream classrooms.



A Graduated Response

Working in partnership with parents and carers is key to supporting children with additional needs. We aim to maintain open and honest communication about your child's learning, development and wellbeing, and we value the insights that families can provide.

Where concerns are identified, we follow a graduated approach to support. This involves:

- Identifying a child's strengths and areas of need.
- Implementing appropriate classroom adaptations and interventions.
- Reviewing the impact of the support provided.
- Adjusting or increasing support where necessary.

This cycle of Assess, Plan, Do and Review ensures that support is carefully tailored to the child's needs and regularly evaluated.

A child's needs may relate to one or more of the four broad areas identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

How are pupils with Special Educational Needs identified?

At Wickham CE Primary School, we work hard to identify and support children's needs as early as possible. We recognise that every child develops and learns at their own pace, and we carefully monitor progress to ensure that any additional needs are identified and supported.

Children's needs may be identified through a range of information, including:

Observations made by class teachers and support staff.
Discussions with parents and carers.
Progress and attainment data.
Information from previous schools or settings.
Concerns raised by the child, parent or school staff.
Advice from external professionals and specialist services.
Assessments carried out in school.

The class teacher, SENDCo, Learning Support Assistants, Senior Leadership Team and Headteacher all work together to build a clear picture of a child's strengths and needs. Parents and carers play a vital role in this process, and we value their knowledge and understanding of their child.

When concerns are identified, we work closely with families to discuss the next steps and any support that may be needed. Early identification allows us to put appropriate support in place and helps children to make the best possible progress.



Where does information about a child's needs come from?

Some pupils are identified as having SEND before they start school.	There will usually be an additional transition meeting (organised by their pre-school setting) with their parents, any outside agencies involved, pre-school and school staff to ensure they start school with the support they need.
Concerns raised by the parent/ carers and children themselves.	If parents have concerns about their child, they should first contact the class teacher to arrange a meeting.
Class teachers monitoring of pupils' progress	This process happens on a daily basis throughout learning. Teachers use high quality teaching strategies which means they adapt their teaching to meet the needs of all children.
Pupil Progress meetings	These meetings are held termly and involve the class teachers, Head teacher, Deputy Head Teacher and the SENCo. This shared discussion may highlight any potential barriers to learning in order for further support to be discussed, planned and implemented.
Results from school assessments	We use results from formal and informal assessments to monitor progress, unpick areas of difficulty and compare these to county and national data and statistics.
Results from standardised screening assessments	We use standardised assessment to generate scores for reading, spelling, phonological awareness and basic numeracy skills. Professional observations and assessments of learning within the classroom work alongside formal data to gain an overall picture of attainment and progress.
Information provided by external agencies and health professionals	These professionals may include but are not limited to Educational Psychologists, Speech & Language Therapists, Physiotherapy or Occupational Therapists, GPs, CAMHS, MHST, EMTAS.
A Health diagnosis	For example, from a paediatrician or from Child and Adolescent Mental Health Services (CAMHS).



What happens next?

If a need has been identified, the class teacher and SENDCo will meet to discuss the child's strengths, experiences in school and any areas where additional support may be needed. This discussion will take place in partnership with parents and carers, whose views and knowledge of their child are highly valued.

The class teacher and SENDCo will then gather information to build a clear understanding of the child's needs. This may include classroom observations, discussions with the child and their family, assessments, and information from other professionals where appropriate.

The aim is to identify the child's strengths and areas of need so that the most effective support can be put in place. This process takes time, as it is important that decisions are based on a thorough understanding of the child and evidence gathered from a range of sources.

Throughout this process, we will keep in regular contact with parents and carers. We believe that working together helps us make the best decisions for children and ensures that support is regularly reviewed and adapted where needed.

How can I raise concerns?

If you have concerns about your child's learning, development or wellbeing, we encourage you to speak to us as soon as possible. In most cases, your child's class teacher will be the first point of contact. However, you are also welcome to contact our SENDCo, Mrs Hollie Shilling.

Our SENDCo coordinates provision for pupils with special educational needs and disabilities (SEND) across the school and can be contacted through the school office or directly using the details below:

Email: h.shilling@wickham-primary.hants.sch.uk
Telephone: 01329 833065

We encourage parents and carers to share any concerns they may have, however small they may seem. Early identification and open communication help us provide the right support at the right time.

Parents and carers can also access independent information, advice and support through Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service):

Hampshire SENDIASS: www.hampshiresendiass.co.uk

We believe that when families and school work together, children and young people with SEND are best supported to flourish both academically and personally.



What does it mean if my child is placed on the SEND Register?

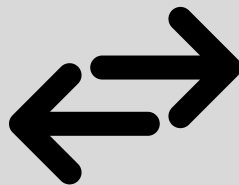
Children who receive extra support in class that is 'additional to or different from' support covered as part of Wickham's 'universal provision' will be supported through targeted provisions. These are recorded and monitored as part of a Provision Map.

If the desired progress is still not being made, despite targeted interventions, a child may be added on to our school's SEND register in order to monitor and plan.

Children may be put on the SEND register if they have learning needs in any of the following areas:

- Communication and interaction e.g. Autism Spectrum Condition
- Learning and Cognition e.g. Dyslexia or showing dyslexic tendencies
- Social, emotional and mental health e.g. Behavioural Difficulties
- Sensory or physical e.g. Hearing or Visual Impairment

Some children may be on the SEND register for just a small amount of time whereas others may stay on the SEND register for the duration of their time in education - this is responsive to the needs and experiences of the individual child.



If a child is added to the SEND register, you will be notified via the class teacher and/or SENCo. This decision will be made in consultation with you as their parent/carer.

If, throughout the Assess, Plan, Do, Review process, your child makes good progress and additional provision is no longer required, your child will be removed from the SEND Register. The team in school will continue to monitor the progress of all children whether they are on the SEND Register or not.



What does the process look like?

At Wickham Church of England Primary School, we follow the Graduated Response approach to identifying and supporting pupils with special educational needs and disabilities (SEND). This approach helps to ensure that needs are identified early, appropriate support is put in place, and progress is carefully monitored so that every child can achieve their potential and feel fully included in school life.

The Graduated Response is a continuous cycle of:

-> Assess -> Plan -> Do -> Review ->

START

All children access high quality teaching where assessment and monitoring ensures progress.

Child not making expected progress.

Assess

Progress means SEN support is no longer required.

The class teacher should carry out a clear analysis of the child's needs. This may involve some guidance from the SENCo and will draw upon pupil and parents views, progress, attainment and behavioural information, if appropriate.

Review

During the review, the impact and quality of support and interventions is discussed. Parents and pupils should be given clear information about the impact of support and intervention. Here, targets are tweaked and changed if appropriate to ensure progress and development continues. The cycle is repeated unless the child makes significant progress and no longer requires intervention.

Plan

The class teacher, SENCo, pupils and parents should discuss and agree long term outcomes for the children to work towards through the use of SMART targets (Specific, Measurable, Achievable, Reasonable, Timely). These targets will be documents and evaluated on a bespoke Personalised Learning Plan (PLP). They are used as a working document to monitor progress.

Do

The planned support is delivered through quality-first teaching strategies (available to all pupils) and evidence-based interventions. The class teacher remains responsible for interventions and is accountable for reporting on and monitoring progress.



How will teachers support my child day to day?

Every child learns differently. Our teachers adapt teaching and learning every day to ensure that all children can access the curriculum, make progress and feel successful in the classroom.

The support provided will be tailored to each child's individual strengths and needs, so it may look different from one child to another and from one lesson to the next.

Examples of support may include:

Pre-teaching: teaching of certain skills, specific vocabulary and knowledge before the lesson.

Resources: Use of 'hands-on' concrete equipment such as counters or vocabulary mats.

Visual timetables: Enable the child to see what's coming up next to avoid unpredictability. Each class and some personalised.

Scaffolding: Chunking the information or activity with decreasing levels of support. Children have access to an example so that they may see what the 'finished product' should look like.

Assistive technology: Alternative methods of recording may help some pupils. Eg. laptops, matching, vocabulary, speak to text.

Task cards.Planner
These explain the task in a step by step fashion.



How will the curriculum be matched to my child's needs?

At Wickham Church of England Primary School, we are committed to ensuring that all pupils can access and succeed within a broad, balanced and ambitious curriculum. Teachers carefully adapt their teaching to meet the individual needs of learners, enabling every child to make progress and experience success.

This may involve adapting teaching approaches, learning activities, resources, levels of adult support or the expected outcomes of a task. These adaptations are designed to remove barriers to learning while maintaining high expectations for all pupils.

In all classes, learning is planned at an appropriate level so that every child can access the curriculum according to their strengths, needs and stage of development. Teachers regularly assess pupils' progress and use this information to ensure that support and challenge remain appropriately matched to individual needs.

Examples of curriculum adaptations may include:

- Breaking learning into smaller, manageable steps
- Using visual supports, prompts and practical resources
- Providing additional opportunities for repetition and practice
- Adapting the language used in instructions and tasks
- Offering alternative ways for pupils to record and demonstrate their learning
- Providing scaffolding and structured support
- Using assistive technology where appropriate
- These approaches help ensure that pupils with SEND can participate fully in learning alongside their peers and make progress towards their individual goals.

How do you monitor the progress that my child is making?

If a child is identified as needing additional support and is placed on the school's SEND Register, a Personalised Learning Plan (PLP) may be created. This helps us identify priorities for support and track progress over time.

The PLP is developed by the class teacher in partnership with the child, parents or carers, and, where appropriate, the SENDCo. It includes a small number of clear targets that are designed to be:

Specific – focused on an identified area of need

Measurable – so progress can be monitored

Achievable – appropriate for the child

Relevant – linked to their individual needs

Time-bound – reviewed within an agreed timeframe

These targets are usually reviewed every 6 to 12 weeks. Targets will be personalised to reflect the child's main area of need. For example, a child with social, emotional and mental health (SEMH) needs may have targets focused on emotional regulation, friendships or wellbeing. Other children may have targets linked to communication, learning, independence or specific curriculum areas.

The class teacher will regularly monitor progress towards these targets and discuss this with the child and their parents or carers. Progress is also overseen by the SENDCo and members of the Senior Leadership Team to ensure that support remains effective and appropriate.

The information gathered through reviews helps us to celebrate success, identify next steps and make any changes needed to ensure that support continues to meet the child's needs.



How will my child be able to contribute their views?

At Wickham CE Primary School, we believe that every child should have opportunities to share their thoughts, feelings and ideas. We value pupil voice and encourage children to contribute to decisions about their learning and wellbeing.

Children can share their views in a variety of ways, including:

- Talking to their class teacher or other trusted adults.
- Contributing to their Personalised Learning Plan (PLP) and helping to set and review their targets.
- Taking part in School Council meetings (Young Governors).
- Becoming a Road Safety Officer or Eco Warrior.
- Using our "India Box" to share thoughts, worries or messages with India, our therapy dog.
- Using the school's "Worry Monster", which is checked regularly by our Emotional Literacy Support Assistant (ELSA).

Where a child has an Education, Health and Care Plan (EHCP), their views and aspirations will be sought and shared before review meetings so that they can play an active role in decisions about their support. We encourage all children to share their ideas and opinions, and our Senior Leadership Team welcomes opportunities to listen to children and hear their suggestions.

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

We continually monitor children's learning, wellbeing and progress to ensure that they receive the support they need to succeed.

Class teachers assess learning every day through classroom activities, discussions, observations and ongoing feedback. This helps teachers to understand how children are progressing, identify next steps and recognise any barriers to learning. Teachers also review children's attainment and progress regularly throughout the year, using a range of assessment information to build a clear picture of how each child is developing.

Where a child is not making the expected progress, their needs will be discussed through pupil progress meetings involving the class teacher and members of the Senior Leadership Team. During these meetings, teachers consider a range of evidence, including:

- Classroom assessments and observations
- Reading, spelling and phonics assessments
- Children's work and learning behaviours
- Discussions with the child and their family
- Information from any specialist assessments, where appropriate

In some cases, additional screening or diagnostic assessments may be used to help us understand a child's strengths and areas of need more fully. These may include assessments linked to literacy, phonics, memory, processing or other aspects of learning.

When a child has a Personalised Learning Plan (PLP), progress towards their targets is reviewed regularly by the class teacher and support staff. Achievements and next steps are recorded so that we can evaluate the impact of support and make any adjustments needed.

By regularly reviewing progress and listening to the views of pupils and families, we can ensure that support remains effective and responsive to each child's changing needs.



How will my voice be heard?

We believe that parents and carers play a vital role in their child's education and wellbeing. Strong partnerships between home and school are particularly important when supporting children with special educational needs and disabilities (SEND).

At Wickham CE Primary School, we value your views and aim to work closely with you to ensure that your child receives the best possible support and opportunities to succeed. We recognise that parents and carers know their children best and can provide valuable insights into their strengths, interests and needs.

We will work in partnership with you by:

- Listening to your views and concerns.
- Involving you in decisions about your child's support and provision.
- Sharing information about your child's progress and development.
- Seeking your views when reviewing targets and support plans.
- Maintaining regular communication between home and school.
- Working together to celebrate successes and overcome any challenges.

We encourage parents and carers to contact us whenever they have questions, concerns or information they would like to share. By working together, we can ensure that every child receives the support they need to flourish both academically and personally.



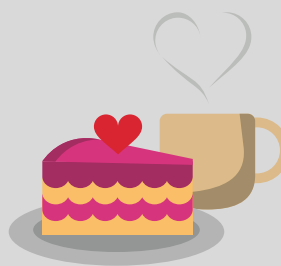
**Formal and informal
parent - teacher meetings**



**Parent - teacher phone
conversations**



**Home - school
communication book**



SEND coffee mornings



How will I know how my child is doing and how will you help me to support my child's learning?

We believe that education works best when parents, carers and school staff work together. Regular communication helps us to celebrate successes, address concerns promptly and ensure that children receive consistent support both at home and at school.

In addition to Parents' Evenings, will there be opportunities to discuss my child's progress?

Yes. Parents and carers are welcome to arrange a meeting with their child's class teacher or the SENDCo at any time to discuss progress, support strategies or any concerns they may have.

We aim to communicate regularly with families and encourage parents and carers to share any information that may affect their child's wellbeing, learning or progress in school.

Where appropriate, a home-school communication book or another agreed method of communication may be used to help parents and school staff share information regularly.

How will I be involved in planning and reviewing support?

If your child is on the SEND Register, a Personalised Learning Plan (PLP) may be created. This sets out the child's individual targets and the support that will be provided to help them achieve these.

Parents, carers and pupils are involved in developing and reviewing these targets, and we welcome your ideas and suggestions about the best ways to support your child. Targets are reviewed regularly, usually at least once a term, to ensure that they remain appropriate and meaningful.

If a child is not making the expected progress, we will review the support in place and consider whether different strategies, interventions or adjustments may be needed.

What if my child has an Education, Health and Care Plan (EHCP)?

If your child has an Education, Health and Care Plan (EHCP), their progress and provision will be formally reviewed at least once a year through an Annual Review meeting.

This meeting brings together parents and carers, school staff and any professionals involved in supporting the child. It provides an opportunity to celebrate achievements, review progress towards outcomes and discuss future aspirations, ensuring that support continues to meet the child's needs.



How do you check that things are working well for children with SEND?

We regularly review the support provided for children with special educational needs and disabilities (SEND) to make sure it is having a positive impact and helping them to make progress.

If a child is on the SEND Register, they may have a Personalised Learning Plan (PLP). This includes a small number of individual targets that are designed to help the child make progress in their identified areas of need.

These targets are SMART, which means they are:

Specific – focused on a clearly identified area of need.

Measurable – progress can be tracked and reviewed.

Achievable – appropriate for the child's stage of development.

Relevant – linked to the child's individual needs.

Time-bound – reviewed within an agreed timescale.

Personalised Learning Plans help us monitor how well support and interventions are working. They enable the class teacher, SENDCo and Senior Leadership Team to review progress, evaluate the effectiveness of support, and make any changes needed to ensure that the child continues to move forward.

Parents and carers play an important role in this process. We meet with parents at least three times a year to discuss progress, review targets and gather their views on how their child is developing both at school and at home.

If a child is not making the expected progress, we will review the support in place and consider whether different strategies, interventions or adjustments may be needed.

What if my child has an Education, Health and Care Plan (EHCP)?

If your child has an Education, Health and Care Plan (EHCP), their progress will be reviewed formally through an Annual Review meeting.

The Annual Review provides an opportunity for parents, carers, school staff and other professionals involved with the child to come together to:

Celebrate achievements and progress.

Review the outcomes and provision detailed in the EHCP.

Discuss any changes that may be needed.

Plan the next steps towards longer-term goals and aspirations.

The targets included within a child's Personalised Learning Plan (PLP) support the longer-term outcomes identified in their EHCP and help us monitor progress between Annual Reviews.



What is an EHCP and how is this different from SEND Support?

An Education, Health and Care Plan (EHCP) is a legal document that describes a child or young person's special educational needs and disabilities (SEND), the support they require, and the outcomes they are working towards.

EHCPs are issued by the Local Authority for children and young people whose needs are significant and complex, and who require support beyond what is normally available through a school's SEND provision.

An EHCP brings together information about a child's educational, health and social care needs. It helps ensure that everyone involved in supporting the child works towards the same goals.

To decide whether an EHCP is needed, the Local Authority considers information from a range of sources, including:

- Parents and carers
- The child or young person
- School staff, including the SENDCo
- Educational Psychologists
- Speech and Language Therapists
- Health professionals and other specialists involved with the child

What support does an EHCP provide?

An EHCP sets out:

- The child's strengths and areas of need
- Long-term outcomes and goals
- The provision and support required to help achieve those outcomes
- Any specialist services involved in supporting the child

Some pupils with an EHCP may also have additional funding allocated by the Local Authority to help meet their needs. However, it is important to note that having an EHCP does not automatically mean that additional funding will be provided, as funding arrangements vary depending on the child's needs and the level of provision required.



How are EHCP outcomes monitored in school?

The long-term outcomes within the EHCP are broken down into smaller, achievable steps so that progress can be monitored effectively. School staff use these smaller targets to plan support, review progress and ensure that provision remains appropriate.

At Wickham CE Primary School, we use an "EHCP on a Page" document to provide teachers with a clear summary of a child's needs, outcomes and support strategies. This helps ensure that key information is easily accessible and can be consistently implemented across the school.

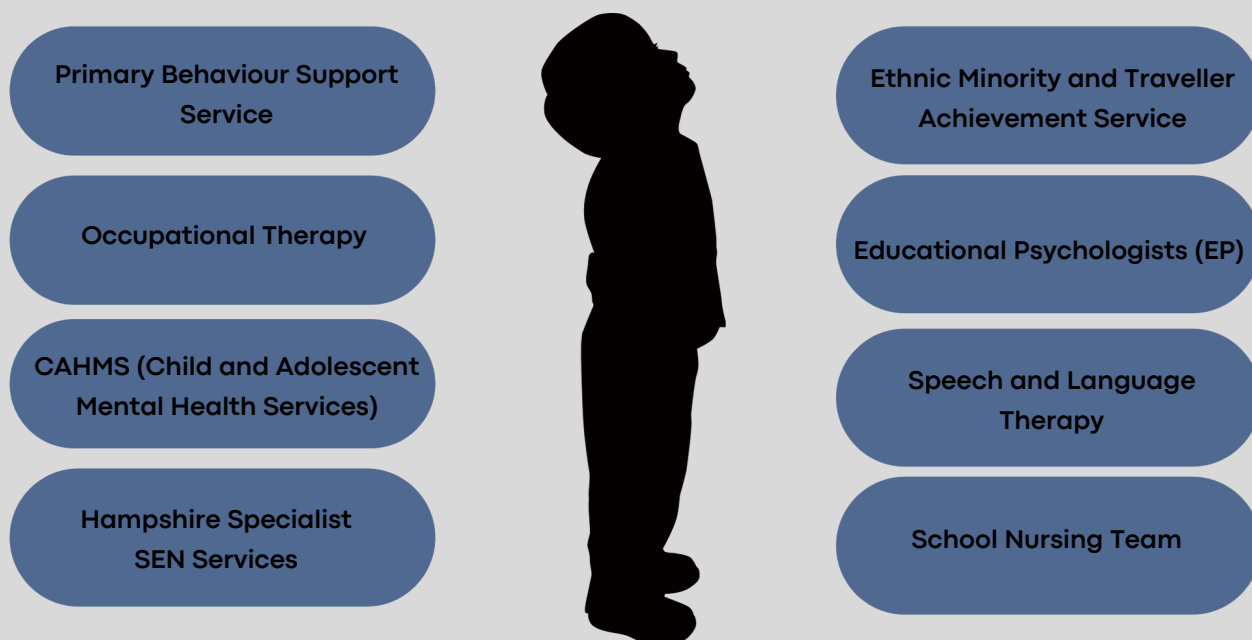
The document is organised around the four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

This approach helps us ensure that the support outlined in the EHCP is understood by all staff and embedded into everyday classroom practice.

What external agencies and specialist services do the school have access to?

Through Hampshire Council and other support agencies, the school has access to specialist services. These include:



How do we ensure that our staff are trained to support children and young people with SEND?

At Wickham CE Primary School, we are committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of children with special educational needs and disabilities (SEND).

Training is planned around the needs of the children currently attending our school and is regularly reviewed to ensure that staff are equipped to provide effective support. Staff access training through Hampshire County Council, specialist external providers and in-school professional development led by the SENDCo and other experienced practitioners.

Our SENDCo regularly attends local authority training, networking events and professional development courses to keep up to date with current SEND guidance and best practice. They then share this knowledge with staff and organise training to ensure that teaching and support staff can meet the needs of the children in their care.

All staff, including teachers and Learning Support Assistants (LSAs), receive regular training in areas of SEND.

Recent examples include:

- Supporting pupils with dyslexia
- Using Social Stories to support understanding and communication
- De-escalation and positive behaviour support strategies
- Thrive approaches to support emotional wellbeing
- Attention and concentration strategies
- Emotionally Based School Avoidance (EBSA)
- Developing communication and language skills
- Lego Therapy
- Colourful Semantics (a structured approach to developing spoken and written language)

We also work closely with external professionals and specialist services to further develop staff knowledge and expertise. These may include:

- Primary Behaviour Support Service
- Educational Psychologists
- Speech and Language Therapists
- Specialist Teacher Advisers
- Outreach teams from local special schools
- Health and therapy professionals

This ongoing training helps us provide high-quality, inclusive support and ensures that staff are able to respond effectively to the changing needs of our pupils.



How are pupils with SEND involved in all aspects of school life?

At Wickham CE Primary School, we believe that every child should have the opportunity to take part fully in all aspects of school life. We are committed to removing barriers to learning and participation so that pupils with special educational needs and disabilities (SEND) can thrive alongside their peers.

Where needed, we provide additional support, specialist equipment, adaptations and advice from external professionals to help pupils access learning, school activities and wider opportunities.

School trips, visits and clubs

We aim for all pupils to take part in educational visits, residential trips, enrichment activities and extra-curricular clubs. We work closely with families to ensure that any support, adaptations or reasonable adjustments needed are planned in advance so that children can participate safely and successfully.

Parents and carers are involved in discussions about support for trips and activities, helping us to understand their child's individual needs and ensure appropriate arrangements are in place.

Support beyond the classroom

We recognise that some children may need additional support during less structured parts of the school day, such as breaktimes and lunchtimes. Depending on individual need, support may include:

- Access to quieter spaces
- Lunch clubs and structured activities
- Calm boxes and sensory resources
- Designated areas of the playground
- Support with friendships and social interactions
- Buddy systems and supported play opportunities

Leadership opportunities and pupil voice

Children with SEND are encouraged to take on the same roles of responsibility as their peers, including opportunities such as School Council, pupil leadership roles and wider school activities. We believe that every child has strengths, talents and ideas that should be valued and celebrated.

Keeping children safe

Before any off-site visit or activity, a risk assessment is completed to ensure that appropriate support and reasonable adjustments are in place. This helps us ensure that all pupils can take part safely and confidently.

Accessibility

Our commitment to inclusion is reflected in our Accessibility Plan and other key school policies, which can be found on the school website. These documents outline how we work to ensure that all pupils can access learning, facilities and opportunities across the school.



How will you support my child's mental wellbeing and social skills?

At Wickham CE Primary School, we believe that positive mental health and emotional wellbeing are essential for children to learn, grow and thrive. Our Christian vision and values underpin everything we do and help us create a caring, supportive community where every child feels valued, safe and included.

Our Senior Mental Health Lead is Mrs Comer. She works closely with staff to promote a positive approach to mental health and emotional wellbeing across the school.

We recognise that mental health, like physical health, exists on a spectrum. Most children feel happy, settled and able to cope with everyday challenges most of the time. However, all children can experience difficulties at some point in their lives, and these challenges may affect their emotions, behaviour, relationships or learning.

At Wickham, we aim to identify concerns early and provide support as soon as it is needed. All children take part in weekly myHappymind sessions, which help them develop an understanding of how their brain works, build emotional resilience and learn practical strategies to support their mental health and wellbeing.

Our staff are trained to recognise early signs that a child may be struggling and follow the school's Mental Health Pathway to ensure that appropriate support is put in place. This may include support within school, working closely with families, or seeking advice from specialist services where appropriate.

We believe that by working together with children, families and external professionals, we can help all children develop the confidence, resilience and emotional wellbeing they need to flourish both in school and beyond.



What support is available for children's mental health and emotional wellbeing?

At Wickham CE Primary School, we offer a range of support to help children develop positive mental health, emotional wellbeing and social skills. The support provided is tailored to individual needs and may be delivered on a one-to-one basis, in small groups or through whole-class approaches.

Thrive

Thrive is overseen by our trained Thrive Practitioner, Mrs Trina Comer.



Thrive is a therapeutic approach that helps children develop emotional resilience, confidence and positive relationships. It supports children to understand and manage their feelings, build self-esteem and develop the skills needed to learn successfully.

Emotional Literacy Support Assistant (ELSA)

ELSA support is delivered by our trained practitioner, Mrs Amber Palmer.



ELSA sessions are usually delivered weekly, either individually or in small groups. They are designed to help children develop emotional awareness and coping strategies in areas such as:

- Self-esteem and confidence
- Friendships and relationships
- Social skills
- Managing emotions
- Understanding feelings
- Teamwork and cooperation
- Anger management

LEGO® Therapy

Our Learning Support Assistants deliver LEGO® Therapy sessions.



LEGO® Therapy is a small-group programme that uses collaborative LEGO® activities to help children develop communication, social interaction, teamwork, problem-solving and turn-taking skills in a fun and engaging way.

Therapy Dog

Our therapy dog programme is delivered by Mrs Kelly Smith and India, our trained therapy dog.



Working with a therapy dog can help to reduce anxiety, build confidence, support emotional wellbeing and encourage positive engagement in school.

If you have concerns about your child's wellbeing

If you are ever worried about your child's mental health or emotional wellbeing, please talk to us. Just as we would want to know about any concerns regarding your child's learning, we also want to work with families to support children's emotional needs.

In the first instance, you can contact your child's class teacher via the school office. You are also welcome to contact our SENDCo, Mrs Hollie Shilling.

Email: admin@wickham-primary.hants.sch.uk

SENDCo: h.shilling@wickham-primary.hants.sch.uk



What happens if my child has a medical condition?

We are committed to ensuring that children with medical conditions are safe, well supported and able to take part fully in all aspects of school life.

When a child joins our school, we work closely with parents and carers to understand their medical needs and put appropriate support in place. Relevant staff are informed about a child's condition and any necessary procedures so that they can provide safe and effective support throughout the school day.

Where appropriate, individual Healthcare Plans and Risk Assessments are created in partnership with parents, carers and healthcare professionals. These help ensure that everyone understands a child's needs and how best to support them.

Staff receive regular First Aid training, and additional specialist training is provided where required to support individual children. This may include training related to:

- Diabetes
- Epilepsy
- Severe allergies and the use of adrenaline auto-injectors (such as EpiPens)
- Asthma
- Other medical conditions requiring specialist support

Where necessary, training is delivered by healthcare professionals, including specialist nurses.

If your child needs prescribed medication during the school day, please contact the school office. Parents and carers will be asked to complete a medication consent form before any medication can be administered by school staff.

We work closely with families and healthcare professionals to ensure that children with medical needs are fully supported and able to access all aspects of school life safely and successfully.

What happens if my child has particular medical needs?

Children with medical needs are identified and highlighted to staff at the beginning of the year. Photographs of children with notes on their condition are available to all staff so that they are aware of their needs. Where a child has a medical need, relevant staff are trained to meet those needs e.g. epilepsy, diabetes, use of epipens etc.

Care plans and risk assessments are completed for children who need them.

- First Aid training is provided for all staff every 2 years.
- Staff receive training from the specialist nurse for individual children as required e.g. diabetes.
- If medication is prescribed to be taken during the school day, parents need to contact the school office, as it can only be administered after a medical form has been signed.



What happens if my child needs access to specialist equipment or accessible facilities?

We are committed to ensuring that all children can access learning and participate fully in school life.

If your child requires specialist equipment, adaptations or accessible facilities, we will work closely with you and any relevant professionals to understand their needs and identify the most appropriate support.

This may include:

- Specialist seating or furniture
- Adapted classroom resources
- Assistive technology
- Sensory equipment
- Mobility aids
- Access arrangements to support learning and independence

We work in partnership with external professionals, such as therapists and specialist advisory teachers, to ensure that appropriate equipment and adaptations are identified and used effectively.

Our aim is to create an inclusive environment where every child feels safe, supported and able to achieve their full potential. Where reasonable adjustments are required to enable a child to access school life, we will work with families and professionals to ensure these are put in place.

For further information about accessibility and inclusion, please refer to our Accessibility Plan, which is available on the school website.



How will you help my child when they move to Wickham CE Primary School?

We understand that starting a new school can be an exciting but sometimes worrying time for children and their families. We work closely with parents, carers and previous settings to ensure that each child's transition to Wickham CE Primary School is as smooth and positive as possible.

Before your child joins us, we offer opportunities for children and families to become familiar with the school environment. This may include:

- Visits to the school
- Tours for parents and carers
- Transition sessions for children
- Opportunities to meet key staff
- Transition activities with their new class
- A buddy system where appropriate

For children with SEND, we may arrange additional transition support based on their individual needs. This could include extra visits, visual resources, social stories or meetings with parents and professionals to help prepare your child for the move.

We work closely with previous schools, nurseries and other settings to gather information about your child's strengths, interests and support needs. This helps us ensure that appropriate support is in place from the very start.

Parents and carers play a vital role in helping us understand their child. We encourage families to share information about their child's strengths, interests, needs and any successful strategies that may help them settle quickly and confidently into school life.

Our aim is for every child to feel safe, valued and ready to thrive from the moment they join our school community.

For further information, please refer to our SEND Policy and Admissions Policy, both of which are available on the school website.



What happens if I am concerned about my child's SEND support?

At Wickham CE Primary School, we are committed to working closely with children and families to ensure that every child receives the support they need to thrive. We value open and honest communication and encourage parents and carers to share any concerns as early as possible so that we can work together to find solutions.

If you have any concerns about your child's learning, progress, wellbeing or SEND provision, we recommend speaking to your child's class teacher in the first instance. In many cases, concerns can be discussed and addressed quickly through this initial conversation.

If you feel that further support or discussion is needed, you are welcome to contact our SENDCo, Mrs Hollie Shilling, or the Headteacher. We are committed to listening to parents and carers and working in partnership to ensure that the right support is in place.

Should you remain concerned after these discussions, further information about how concerns and complaints are managed can be found in the school's Complaints Policy, which is available on the school website.

Sources of independent advice and support

Parents and carers may also wish to seek independent information, advice and support from:

Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

Provides free, confidential and impartial information, advice and support for parents, carers, children and young people with SEND.

 www.hampshiresendiass.co.uk

Hampshire SEND Local Offer

The Hampshire SEND Local Offer provides information about education, health, social care, leisure activities, support services and opportunities available for children and young people with SEND and their families across Hampshire.

 www.connecttosupporthampshire.org.uk/localoffer

For readability in the report, you could use:

These services provide information about SEND, local support services, education, health, social care and your rights as a parent or carer.

We believe that when families and school work together, children and young people with SEND are best supported to flourish both academically and personally.

