SEND Information Report

2026-2027

Aim:

- To identify and overcome barriers to learning.
- To organise the curriculum framework to facilitate learning for all.

Responsibilities:

The Governing Body of Ropley CE Primary School , together with the Head Teacher and Inclusion Lead/SENCo, determine the school's general approach to the provision for children with Special Educational Needs and Disability (SEND), establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work with due reference to The Equality Act of 2010 and the SEND Code of Practice (2014).

Guidelines: these are in line with the Code of Practice

The SEND Governor is Mrs Jo Rodgers

The Special Educational Needs Coordinator and Inclusion Lead (SENCo) is Mrs Leoni Hayes

A SEND register is established which details all those children who have special educational needs requiring Specialised and Targeted interventions.

An At Risk Register is established which details all those children who are working behind where they should be for ARE, and whose progress is being closely watched.

Pupil Passports are written and revised termly for those on the SEND Register: the targets are shared with pupils and parents and consultation is sought, through discussion with the class teacher or SENCo, at parents' evenings. Support is offered to pupils based upon need. For those on the At Risk Register, Pupil Progress Meetings are used to plan for, and discuss adaptations being made to support them in progressing to ARE (Age related expectation).

Frequently Asked Questions:

Q. How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

At Ropley CE Primary School children are identified as having SEND through a variety of ways including the following:-

• Liaison with pre-schools/previous school

• Child performing significantly below age expected levels

• Concerns raised by Parent/Carer

• Concerns raised by teacher for example behaviour or self-esteem is affecting performance

• Liaison with external agencies i.e. Speech and Language Therapists, Educational Psychologists.

• Health diagnosis through paediatrician

If you think that your child has a SEND need please talk to us. Firstly, contact your child's class teacher. Following this would be a meeting with the SENDCo/Inclusion Lead. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Q. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on.
- We can offer advice and practical ways that you can help your child at home, or refer you to other services who can support you more.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have a Pupil Passport which will outline their current areas of need, target areas to focus on and the provision they are receiving for this. This is assessed on a half termly basis by the child's class teacher, and then shared with parents. Provision is carefully reviewed and monitored in conjunction with the SENCo.
- If your child has complex SEND they may have an Educational Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

Q How will the education setting staff support my child/young person?

Our Inclusion Leader/SENCo oversees all support and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

All work is varied in challenge so that all children are able to access according to their specific needs. This could be through the use of additional resourcing or level of support given at different stages, however on occasions activities can be individually adapted. The benefit of this type of differentiation is that all children can access a lesson and learn at their level and work towards being independent.

Q. How is the decision made about what type of and how much support my child/young person will receive?

The class teacher alongside the Inclusion Leader/SENCo will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and by reviewing children's progress and ensuring that their targets are being met. It is essential that a child is making progress academically towards age related expectations and the gap is narrowing for children working below this.

If your child is on an EHCP their provision will be set as stated in Section F of their Plan. If you have any queries about how this looks in practise, please arrange to speak to the SENCo.

Q. How will my child be included in activities outside the school classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. We will consider what reasonable adjustments might need to be made to enable children with SEND to participate fully and safely. This will require consultation with parents and pupils and advice from relevant Health Care professionals to ensure that pupils can participate safely.

Q. What support will there be for my child's/young person's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Leader/SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. The school also has a Pastoral Lead/Emotional Literacy Support Assistant (ELSA) who works, under the direction of the Assistant Headteacher, with vulnerable children during the school day.

The school has a policy regarding the administration and managing of medicines on the school site.

Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Headteacher. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

We have clear behaviour values of 'Be Ready, Be Safe, Be Respectful'. We celebrate each child being able to express their views on all aspects of school life.

Q. What training is provided for staff supporting children and young people with SEND?

Our Inclusion Lead/SENCo is appropriately qualified and is receiving regular professional development for the role. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, School Nurse, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including - Locality Teams, Social Workers and Educational Psychologists.

We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist. Any staff delivering Occupational Therapy, or Speech and Language Therapy, are directed by the professionals involved with the child.

Q. How accessible is your education setting (indoors and outdoors)?

The school site is wheelchair accessible with a disabled toilet. The school has ramps on the front entrance door, the far corridor exit to the playground and on two of the KS2 Classroom doors. There are disabled parking bays located on Hale Class outside the school gates.

Q. How are parent carers/young people currently involved in your education setting? How can I get involved and who can I contact for further information?

We believe that your child's education should be a partnership between the child, parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If you need to contact the child's class teacher, or the Inclusion Leader/SENCo, please send an email to the admin team, or phone the school. The following organisations can provide support for parents with SEND children:

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- SENDIASS - https://www.hampshiresendiass.co.uk/
- IPSEA - https://www.ipsea.org.uk/
- Local Offer - https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6
- Family Support - https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=2
- Emotional Health and Wellbeing - https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=7

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

The first point of contact for all parents would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Leoni Hayes. The school website provides our SEND policy.

Q What specialist services and expertise are available at or accessed by the school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Behaviour Intervention; Health including GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Social Services including - Locality Teams, Social Workers and Educational Psychologists

Q. How will the school prepare and support my child/young person to join the school, transfer to a new school, or transition to the next stage of life?

We encourage all new children to visit the school prior to starting when they will and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits and 'Enhanced Transition'. At our 'feeder' secondary schools, Perins, Amery Hill and Eggars School, they run a programme specifically tailored to aid transition for the more vulnerable pupils. We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.