



Kingsclere CE Primary School
Hand in hand we learn, we grow, we soar.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

November 2025

Our vision is for children to become confident, thoughtful individuals with a love of learning. This vision is theologically rooted in John 10:10, where Jesus says, 'I have come that they may have life, and have it to the full.' At Kingsclere we aim to create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential.

We achieve this through:

- the dedication and passion of our team
- excellence in teaching and learning
- strong partnerships between staff, families and the wider community
- through instilling our core values of Love, Courage and Respect

Kingsclere Church of England Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. All children share a common entitlement to a broad and balanced curriculum which meets their social, emotional and learning needs. We are committed to giving all of our children every opportunity to achieve the highest standards.

Children who have additional learning needs or a disability may need more support within the classroom to access the curriculum. Please see our Inclusion Statement within our policies section of the school website, which shares further details linked to our inclusive practices. We actively develop partnerships between children, parents and carers, Kingsclere CE Primary School staff and also external education practitioners to provide support to give children the best possible education and a secure foundation for life.

What is the Local Offer?

The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives parents and carers more choice and therefore more control over what support is right for their child. The local offer provides information on a number of areas including:

- Special educational provision
- Health provision

- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to go to school
- Preparing for adulthood, including housing and leisure opportunities.

With regards to education, the Local Offer will let parents, carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools. There are 14 questions in total; these have been devised in consultation with parents and carers and other agencies and reflect their concerns and interests.

Below is Kingsclere Primary School's response to these questions and should be considered alongside the SEND Policy, Inclusion Statement and our Teaching and Learning Policy:

1. How does the school know if a child has a special educational need or disability?

Early identification of Special Educational Needs and Disabilities (SEND) is key to ensuring children have access to the relevant support as soon as possible. However, it may be the case that a child is not identified as having additional needs until later as learning behaviours change and develop over time.

Teachers and staff continuously observe and assess children's progress, attainment, and behaviour to identify potential difficulties. Indicators that may trigger investigation include attainment significantly below age-related expectations, lack of progress, sudden changes in learning behaviours or challenges in accessing the curriculum, or concerns raised by parents or carers.

We strongly believe in developing strong partnerships with parents and carers and any concerns should be raised with the class teacher in the first instance to develop an understanding of the needs and possible ways to support a child's progress. Where the child's needs require further investigation or support, the class teacher will consult the Special Educational Needs and Disabilities Coordinator (SENCO) and support agencies external to the school, for example NHS Therapy Services including Speech and Language, Specialist Teacher Advisors for physical, hearing or sight impairment or development, Hampshire Educational Psychology Service, Pupil Behaviour Support Service, Children and Adolescent Mental Health Services and Health professionals.

You may also contact the Phase Leader, SENCO and then the Headteacher about any matters concerning your child's education directly.

2. How is information about my child's SEND shared and understood by relevant staff?

Information about each child's SEND is shared with relevant staff through SEND Pupil Profiles, Individual Behaviour Management Plans (IBMPs), and regular briefing meetings led by class teachers. The SENCO liaises closely with class teachers, Learning Support Assistants (LSAs), and external professionals to ensure consistent understanding of special needs and oversees the responsibility for professional development of all staff in areas relevant to SEND. All staff have access to up-to-date plans and are briefed on strategies to support pupils effectively. SEND information is stored securely and shared sensitively following GDPR requirements.

The SENCO also seeks advice and support from Special School outreach services in order to better support particular needs. Outside agencies that we partner with include: NHS Solent Therapy Services, Hampshire Educational Psychology Service, Norman Gate and Maple Ridge Outreach Services, Primary Behaviour Service, Paediatric Consultants, CAMHS, EMTAS, and the School Nursing Team.

Specialist Advisory Teachers also provide guidance and recommendations implemented by the school to support specific needs of individual pupils, providing up to date action plans to class teacher, parents and carers.

3. How will I be informed about my child's progress?

Teachers also track pupils' progress through data drops and tracking children's learning objectives via INSIGHT (a data program monitoring each child's progress). Formal parent consultations take place in the Autumn and Spring Terms, and if needed the Summer Term. An annual report is also provided about your child in the Summer Term. For pupils with SEND, additional meetings are arranged to review progress against targets on the Pupil Profile, IBMP and/or Education Health Care Plan (EHCP).

If after a number of assess-plan-do-review cycles, all the indicators show that progress cannot be made without significant or highly personalised and bespoke provision, the school may suggest making a request for needs assessment for an Education, Health and Care Plan (EHCP). This may require additional space, staff and/or resources to be put into place to meet the child's needs. The school will support parents and carers through this process if required but parent and/or carers ultimately need to make their own decisions and consent to the application. Once the application has been submitted, parent and/or carers will be able to access this in the Hub. The Hub is Hampshire's online portal for processing EHCP requests for needs assessment and managing professional and parent or carers views for the Annual Reviews of successful EHCPs. Further support can also be accessed through Hampshire's Parent and Carer Network, details of which can be obtained online. SENDIASS is also an independent body designed to support parents in understanding the legal framework around the EHCP, making decisions, seeking advice and challenging decisions made by the Local Authority in plans and outcomes or provision.

Children with EHCPs also have an annual review meeting with parents and professionals to review, update and revise outcomes and provision based on a year's achievements and progress in education, health and social care needs.

4. How will the curriculum and the school environment be adapted for my child?

Teachers have a responsibility to consider individual needs for all the children in their class to enable all to access the curriculum. Teachers provide carefully matched learning opportunities for children, including those with special educational needs. To enable the learning of all children, teachers make appropriate and reasonable adaptations or modifications, where necessary, in line with the SEND Code of Practice.

At Kingsclere CE Primary School, we are committed to delivering an inclusive education for all children irrespective of SEND. All our teachers and learning support assistants work collaboratively with subject leaders and senior leaders to ensure the curriculum matches a child's needs through:

- high quality inclusive teaching and learning in all classrooms, which includes learning opportunities matched to the needs of all children;

- Ordinarily Available Provision in every classroom with reasonable adjustments of the learning and space to making learning accessible and re-engage learners into lessons;
- adapting learning by differentiating the design of task, varying expectations or outcome where needed and ensuring each child can access relevant and appropriate learning for their level of understanding;
- tailored support, scaffolds and learning approaches;
- effective deployment of learning support assistants;
- adaptations to the physical environment;
- provision of aids, for example writing slopes, headphones, pencil grips;
- provision of a range of learning scaffolds;
- provision of interventions through small group or individual programs to meet a child's specific needs. Intervention support may be provided by a learning support assistant or the teacher for children with SEND. These include speech and language, motor skills, social and emotional or specific learning difficulty;
- adaptations to the timetable for children with SEND where appropriate;
- implement, monitor and review advice and recommendations of education and health practitioners and recognised external specialist advisors.

Where required, specialist or targeted provision may be implemented to ensure children can access the curriculum and make expected progress in their learning. This support may include:

- interventions in small groups or individually, delivered by class teachers or learning support assistants
- specific support programmes such as speech and language, motor skills or therapeutic support, delivered in small groups or individually by learning support assistants
- small group support in the classroom setting, delivered by the class teacher or learning support assistant
- 1:1 support is provided only where a child's needs are significant, complex and specified in an EHCP. The school does not routinely offer permanent 1:1, as this is unsustainable within delegated funding and can reduce independence, peer interaction, and access to quality teaching. Most pupils are supported through LSAs in small groups, provision spaces, or targeted interventions, with provision reviewed regularly to ensure inclusion.
- reasonable adjustments to space and resources to make learning accessible in the classroom as part of Ordinarily Available Provision

At times, some children may need to access some of this provision in tailored spaces, ensuring their needs are met in a safe and effective way. This balanced approach enables children to participate meaningfully in whole-class learning while also receiving specialist input when required. Provision spaces at Kingsclere CE Primary are a planned, positive support strategy designed to enhance children's progress and inclusion.

5. What support will there be for my child's emotional and social well-being?

Kingsclere offers a wide range of well-being support. Staff are trained to promote emotional Zones of Regulation as well as exercise co-regulation, attachment awareness and inclusion as routine practice. Regular PSHE lessons, My Happy Mind sessions, regular whole school and class spiritual and reflection time, and class discussions foster emotional resilience and a sense of belonging. Pupils can also access pastoral support, ELSA sessions, Conkers Outdoor learning and/or 'Beehives' lunchtime clubs for calm, social play.

The school also offers therapy dog sessions, outdoor learning sessions, and referrals to external services such as CAMHS or counselling providers.

We also work in partnership with Hampshire's Family Support Service and a number of external agencies, e.g., Hampshire Youth Access counselling support, Basingstoke Young Carers sessions and are able to signpost support for parents experiencing challenges in the home situation. In addition we work closely with Ethnic Minorities and Traveller Achievement Services to meet the needs of pupils with SEND whose first language or culture is English or British nationality to ensure language barriers and cultural identity is respected and maintained.

Medical support

Parents or Carers must contact the administration office if medication is recommended by health professionals to be taken during the school day. The relevant paperwork must be completed before the school can undertake the administration of any medicines. The school has a policy regarding supporting pupils with medical conditions available on the school website in the policies section.

Staff have regular training as well as updates, where necessary, of conditions and medication affecting individual children. Where personal or intimate care is needed for an individual, care plans and risk assessments are drawn up in liaison with health professionals and parents or carers. Where pupils have an EHCP, medical professionals may be invited to contribute latest medical reports as part of the progress checks and annual review of health-related outcomes.

6. Who is the Special Educational Needs and Disabilities Coordinator (SENCO) and how can I contact them?

In line with the SEND Code of Practice, at Kingsclere Primary School SEND is everyone's responsibility.

The SENCO is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with SEND. They liaise with staff to monitor the pupil's progress and oversee further interventions (put in place by the class teacher) where progress is slower than expected. The SENCO has regular contact with a wide range of external agencies that are able to give more specialist advice if and when needed.

The senior leader responsible for overseeing SEND across the whole school is Mrs Attiya Khawaja (SENCO), Designated Teacher for Looked After Children and Safeguarding Officer) and the school governing body also have a SEND Governor. Sophie Conway (SEN Governor) as well as overall leadership by Mrs Joanna Messenger (Head Teacher and Designated Safeguarding Lead).

All staff can be contacted through the school main office email: adminoffice@kingsclere.hants.sch.uk or through the school parent communication system, 'Reach More Parents'.

7. What specialist services and expertise are available or accessed by the school?

Senior leaders provide targeted teaching and learning support to staff and, where appropriate, organise training in response to new initiatives and policies related to special educational needs and disabilities (SEND). Training delivered by external providers has focused on key areas such as children's well-being and anxiety, the use of inclusive language, behaviour management strategies, and approaches to co-regulation.

The school benefits from a trained Emotional Learning Support and Therapeutic Active Listening Assistant, who supports children's emotional wellbeing. In addition, staff receive training to support children's speech, language, and communication needs through responsive, day-to-day practice.

Specialist support services play an important role in helping the school make appropriate provision for children with SEND. We request support from an outside agency if, after a period of assessment and intervention (e.g. a graduated approach of Plan, Do, Review), a medical problem, learning difficulty or social, emotional, or behavioural difficulty still remains. For some children joining the school, advice may be sought prior to the child starting school.

Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, speech and language therapists and occupational therapists or the Child and Adolescent Mental Health Service (CAMHS).

In Hampshire, we can also seek advice from Educational Psychologists, Specialist Teacher Advisors, the Primary Behaviour Support Team and Special School Outreach Teachers. The SENCO can also make referrals to a number of external agencies commissioned by Hampshire SEND or NHS Hampshire services such as OWL Centre for ASD assessments, PSICON and other similar companies. Schools will also seek GP support.

For a child living in West Berkshire we can also seek advice from the Emotional Health Academy.

From time to time the school may also seek training from other outside agencies or specialists within Hampshire or West Berkshire.

8. How will I be involved in discussions and planning for my child's education?

At Kingsclere CE Primary School, partnership with parents and carers is seen as essential. We believe that a positive relationship with parents and carers has a beneficial impact on a pupil's progress and enjoyment in school.

The school welcomes parent and carer volunteers in a variety of roles within school; accompanying us on school trips and Grounds Day, helping with classroom activities such as reading, art, cooking, computing or gardening. We also offer mentoring programs, such as 'Transforming Lives for Good' - a community initiative delivered in partnership with the local church. These programs aim to support identified pupils in building self-esteem, developing personal interests, and fostering trusting relationships with trained mentors.

We encourage parents and carers to be involved in year group outcome curriculum events, whole school curriculum activity sessions, the school Parent and Teacher Association (Friends of Kingsclere CE Primary School PTA), church performances and other community events involving their children.

We encourage parents and carers to support their child's learning at home through our Home Learning Policy. For children with SEND, home learning can be adapted to suit the child's need if needed, through liaison with parents and carers and agreed by the class teacher and SENCO.

Where appropriate, parents and carers are involved in meetings and reviews with support agencies external to school.

Parents and carers are informed of the reviews and updates to Pupil Profile Plans or additional Action Plans, Transition Partnership Agreements (TPA), Education Plans for Adopted Children (EPAC) or Education Health and Care Plans (EHCP).

Our parent communication App, 'Reach More Parents' shares news, reminders and updates with parents and carers and often details about events to support children's wellbeing and special educational needs.

The SENCO also invites all parents to 'Advice and a Slice' coffee mornings to build awareness of special needs and welcomes parents views to work collaboratively with others and share experiences. These termly events are shared via our school parent communications App – 'Reach More Parents'.

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

Our aim is to ensure that all children, including those with special Educational Needs and/or Disabilities (SEND), are actively included in the full life of the school. This includes access to all school activities, clubs, and enrichment opportunities during and beyond the school day. Where necessary and feasible, we make reasonable adjustments to remove barriers to participation and promote equity of experience. If a risk assessment identifies that a child's needs or behaviours may pose a risk to themselves, others, or staff during a specific activity, this is discussed sensitively with parents and carers. Where appropriate alternative arrangements are considered and put in place to ensure the child remains supported and included in a meaningful way.

The school makes full and creative use of its resources, including outdoor spaces, to meet the diverse needs of pupils with SEND. One example is Conkers, a structured outdoor learning program designed to support pupils who benefit from additional input around emotional regulation, social interaction, self-confidence and teamwork. The Conker's sessions also support pupils' wellbeing and help them develop outdoor adventure skills. Sessions are delivered in small, developmentally appropriate groups within a nurturing and well-supported environment. Referrals to Conkers are made by class teachers who identify pupils' strengths and emerging needs through ongoing observation and assessment. Parents and carers are informed and invited to allow their child to engage with the process, ensuring a collaborative approach to support.

10. How accessible is the school environment?

As an inclusive school, where possible, adjustments are made to ensure any child or adult with a disability is able to access school activities, together with the whole school community.

Access to the school is by the main gate leading from the road. The path is flat, accessible to all and leads down a slope into the playground area. There is a ramp leading into the front office area for wheelchairs, leading into the school. The school classrooms, other than Tree Tops, are on one level. There is a disabled toilet near the front office.

Within the classroom, additional resources will be provided to enable children to access the curriculum. These may include individual visual timetables, coloured overlays for reading, pencil grips or adapted pens/pencils, adapted scissors, wobble cushions, weighted blankets, writing slopes, individual workstations, rest breaks, exercise breaks and extra time for specific interventions, as well as a range of other individualised resources. We may also seek advice from and utilise resources from specialist teacher advisors and other professionals.

Children with English as an additional language are supported through liaison with the Ethnic Minority and Traveller Achievement Service (EMTAS). We also work closely with advisors to meet sensory and mobility needs.

11. How will the school prepare and support my child when joining the school and/or transferring to a new school or phase of education?

When children join us at the start of Reception as part of the normal admissions round, there are comprehensive induction procedures for both children and parents and carers. For parents or carers of children with special educational needs, there may be additional transition meetings with parents or carers, previous educational setting(s) and support agencies, if any are involved.

If children join us part-way through the school year, or join a year group outside of Year R, induction procedures are matched to the need of the family and, where we are admitting a child with special educational needs, we will follow the procedures outlined above.

When our Year 6 children transfer to secondary school, we have comprehensive transition procedures in place, including liaison with receiving educational settings. If we feel a child with SEND requires additional transition meetings or visits, or a Transition Partnership Agreement with the new setting, we will ensure this happens.

12. How are the school's resources allocated and matched to children's special educational needs?

The governing body is responsible for authorising allocated funds from the schools' delegated budgets to support children with special educational needs.

The Headteacher is responsible for ensuring provision is made for children with SEND within the budget available. We recognise that children with SEND will need different types and levels of support to achieve their potential while they are at school and that these needs may change over time.

Support is targeted to ensure children can access the curriculum and make expected progress in their learning. This support may take the form of:

- interventions in small groups or individually, delivered by class teachers or learning support assistants
- specific support programmes such as speech and language, motor skills and therapeutic support, in small groups or individually, delivered by learning support assistants
- small group support in the classroom setting, delivered by the class teacher or learning support assistant
- 1:1 support in line with a child's EHCP

13. How is the decision made about what type and how much support my child receives?

Kingsclere CE Primary School has an 'open door' policy for meeting with parents or carers. Decisions are made about provision in collaboration with the class teacher, SENCO, parents or carers to determine the proven effective strategies and interventions as recommended through evidence-based research. The school and parents can also decide to involve expert advisors such as Educational Psychologist Service

for additional assessments and opinions to support provision. Following the graduated approach (Assess - Plan - Do - Review), support is increased or adapted based on progress and need. If significant support is required, the school or parents may request an Education, Health and Care Plan (EHCP). All provisions are reviewed regularly to ensure effectiveness.

The school does not routinely provide permanent 1:1 support for individual pupils, as this is not sustainable within delegated funding. Where a child has an Education, Health and Care Plan (EHCP) specifying 1:1 support, the school will ensure provision is made in line with the plan. For most pupils, support is delivered through LSAs in small groups, provision spaces, or targeted interventions, rather than continuous 1:1. In line with the SEND Code of Practice, *'high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'* (6.37). The Code also makes clear that *'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff'* (6.36). Over-reliance on 1:1 support can compromise independence, peer interaction, and resilience, whereas flexible, inclusive provision enables pupils to access the curriculum alongside their peers. The school therefore prioritises support that is enabling, inclusive, and regularly reviewed to ensure it meets need (6.44).

We hold parental consultation meetings in the Autumn and Spring Terms. In the Summer Term, we provide an Annual Report, alongside the opportunity to meet with the class teacher.

Children who have an Education and Health Care Plan also have a separate Annual Review meeting with parents and/or carers and all invited professionals in line with the SEND policy and SEND Code of Practice.

Pupil voice has a high priority at Kingsclere CE Primary School, and we value and celebrate each child's right to express their views on all aspects of school life. Children are encouraged to offer their opinions through:

- class discussions during curriculum time
- through worship groups during whole school worships
- whole school leadership roles such as School Council
- regular pupil conferencing
- pupil voice SEND profiles
- annual pupil surveys
- talking to trusted adults in school
- if your child has a Transition Partnership Agreement (TPA), an Education Plan for Adopted Children (EPAC) or an Education Health and Care Plan (EHCP), their views will be sought before review meetings, where appropriate. Our approach to planning provision is always child centered. Personal targets are written in child-friendly way to ensure all children understand and engage in their journey.

All pupils with identified needs are involved in knowing what the school has put in place to meet their needs and pupils are consulted during the planning, assessing, implementing and reviewing cycle of provision where possible.

Teachers provide feedback of learning outcomes in the moment while learning is assessed throughout the school day. Time is taken to formally review targets on Pupil Profiles every half term with pupil's voice being included in the judgement of provision needing to continue, change or completed. Targets

are shared and available to pupils and staff at all times to use as a reminder, structure and purpose of interventions. Provision should include pupil's ideas, consider their preferences and personal to their needs which may be similar to other pupils' targets where interventions are appropriate to be delivered in small groups or, in line with a child's EHCP targets, requires 1:1 with an adult.

Pupils are invited to contribute their views to the annual review of EHCPs to ensure their achievements throughout the year are recognised, the things that work well continue, the things that are not working well are addressed and future changes consider the pupil's own views when decisions are made.

Person-Centered planning meetings to decide the outcomes desired for pupils are used by Educational Psychologists as well as the SENCO to capture all aspects of the children's strengths, areas of need and possible provision that can meet the child's needs in school and beyond. This format is often used for transition planning meetings with secondary schools to ensure planning and preparation for phase transfer is as smooth experience as possible.

14. Who can I contact for further information?

If parents have any concerns about their child's education, identified needs or wellbeing at any time, they are always welcome to make contact with the school. The first point of contact is the class teacher, who may not be able to see you immediately but will do their best to make an appointment within the next ten working days at a convenient time. Concerns can also be raised directly with the SENCO, Phase Leader or Headteacher.

Further questions about any aspect of school support, please contact the SENCO (Mrs Attiya Khawaja), our Phase Leaders (Mrs Bowden - Year R, 1 and 2 or Miss Williamson - Year 3 to 6) or our Headteacher (Mrs Messenger) via the school office adminoffice@kingsclere.hants.sch.uk or via 'Reach More Parents'.

If the matter cannot be resolved, parents or carers may follow the procedure outlined in the school's Complaints Policy, which is available on our website. At all stages, the aim is to resolve any issue as quickly as possible. Parents or carers may also contact support for SEND through the following links:

Independent Parental Special Education Advice (IPSEA): <https://www.ipsea.org.uk>

Hampshire SENDIASS: www.hampshireSENDiass.co.uk

Hampshire Local Offer: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Further reading

This report should be read in conjunction with our Accessibility Plan, Equality Policy, Inclusion Statement, Supporting Pupils with Medical Conditions Policy and Special Educational Needs and Disabilities Policy.

Abbreviations

There are many SEND terms that are abbreviated which can lead to confusion. Below is a glossary of the most used SEND terms:

AAC Augmentative and Alternative Communication

ABCC Antecedent, Behaviour, Consequence Communication

ASC Autistic Spectrum Condition also referred to as ASD Autistic Spectrum Disorder

CAMHS Child and Adolescent Mental Health Services

CYP Children and Young People

DEST/DST Dyslexia Early Screening Test (DEST) or Dyslexia Screening Test (DST)
DfE Department for Education (formally DCSF)
EHC Plan Educational Health Care Plan
ELSA Emotional Literacy Support Assistant
EMTAS Ethnic Minority and Traveller Achievement Service EP Educational Psychologist
EP Educational Psychologist
EWO Education Welfare Officer
EYFS Early Years Foundation Stage
EPS Educational Psychology Service
HAPB Hampshire Autism Partnership Board
HCC Hampshire County Council
HI Hearing Impairment
HIAS Hampshire Inspection and Advisory Service
IBMP Individual Behaviour Management Plan
ILP Individual Learning Plan
KS Key Stage
LA Local Authority
LD Learning Difficulty
LSA Learning Support Assistant
NC National Curriculum
NICE National Institute for Health and Clinical Excellence
OT Occupational Therapy
PAATHS Providing Approaches to Autism for Teachers in Hampshire Schools
PBS Primary Behaviour Support
PD Physical Disability
PECS Picture Exchange Communication System
Physio Physiotherapy SAT Standard Attainment Test
SMHT Schools Mental Health Team
SEND Special Educational Needs and/or Disability
SENCo/SENCO Special Educational Needs and Disability Co-ordinator
SLCN Speech, Language and Communication Needs
SALT Speech and Language Therapy
SpLD Specific Learning Difficulties
SC Social Care
SEMH Social, Emotional and Mental Health difficulties
STA Specialist Teacher Adviser
TPA Transition Partnership Agreement
VI Visual Impairment