



# Vernham Dean Gillum's CofE Primary School

## SEND Information Report

At Vernham Dean Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and/or Disabilities (SEND), receive a high-quality, inclusive education that enables them to achieve their best and become confident individuals.

This SEND Information Report outlines how we implement our SEND policy in line with the SEND Code of Practice (2015).

Vernham Dean Gillum's Primary School is a small mainstream village primary school in Hampshire. We are inclusive and celebrate diversity. We promote high self-esteem and well-being for all pupils, supported by a caring and understanding staff team.

### 2. Identifying SEND

#### How the school identifies children needing extra help

Children may be identified as having SEND through:

- Liaison with nursery, preschool, or previous school
- Academic performance below age-related expectations
- Concerns raised by parents or teachers
- Health diagnoses from paediatricians or other professionals
- Existing **Education, Health and Care Plans (EHCPs)**
- School screening tests (Dyslexia, Speech & Language, standardised reading and spelling tests)

A concern may be raised if a child:

- Works below age-related expectations
- Shows difficulties in literacy or mathematics
- Makes slow or limited progress
- Has physical, sensory, communication, or interaction challenges
- Displays persistent emotional, social, or behavioural difficulties

#### Evidence used

- Reports from previous schools
- Doodle Reading and Spelling tests in KS2 ,Little Wandle Phonics tests in YR and KS1
- Dyslexia screening tests
- Termly school tracking assessments
- Monitoring of classroom work and behaviour
- External agency assessments

### 3. Parental Involvement and Raising Concerns

- Discuss concerns first with your child's class teacher

- Teachers will pass concerns to the **SENDCo** or Headteacher
- The SENDCo may consult external agencies or refer to an Educational Psychologist for formal assessment
- Parents are integral to planning and reviewing SEND provision

Children identified as needing additional support are placed on the **SEND Register (SEN Support)**. An **Individual Support Plan (ISP)** and a **One Page Profile** are developed, outlining strengths and strategies to support learning.

#### 4. Monitoring Progress

- Parents are partners in their child's education
- Communication channels include homework diaries, reading records, termly meetings, class blogs, and annual reports
- Children on the SEND Register have **Individual Support Plans** with SMART targets, reviewed termly
- Children with **EHCPs** have annual reviews involving parents, staff, and external agencies

#### 5. Supporting Children in School

##### Staff roles

- **SENDCo** oversees all SEND provision
- **Class teachers** plan and deliver differentiated lessons and provide accommodations
- **Teaching Assistants** provide additional support, including:
  - 1:1 or small group support
  - Targeted literacy or maths interventions
  - Adapted learning materials and strategies
  - Implementation of recommendations from external agencies

##### Curriculum adaptation

- Lessons are differentiated according to the National Curriculum
- Multiple levels of work are set to ensure full participation
- Specialist support is sought early, and parents are fully involved

##### Decision-making on support

- Support decisions are made collaboratively by teachers, SENDCo, and parents
- Consideration is given to available resources and pupil needs
- Exam accommodations are provided where appropriate
- Termly **Pupil Progress Meetings** evaluate interventions and progress

#### 6. Inclusion and Wellbeing

- All children are included in lessons, trips, and extracurricular activities
- Risk assessments ensure safety for all
- Pastoral support is provided by class teachers, the SENDCo, and the Pastoral Care Team

- Behaviour management is positive and based on the school's values: **Love, Hope, Courage**, and learning values: **Independence, Collaboration, Perseverance**
- Attendance is monitored daily; breakfast club support is available
- Mental health concerns may be assessed using the **Strengths and Difficulties Questionnaire (SDQ)**

### Medical support

- Medicines are managed according to the school's **Medicines Policy**
- Staff with relevant training administer medication and first aid
- Information on children with medical needs is displayed in the staffroom

## 7. External Services and Expertise

The school works with a range of external professionals, including:

- Behaviour Support Service
- Health services: GPs, school nurse, paediatricians, clinical psychologists
- Speech & Language Therapists, Occupational Therapists
- Social Services, Locality Teams
- CAMHS
- Educational Psychologists

### Staff Training

- SENDCo holds **National Award for SEN Coordination**
- Staff trained in Dyslexia, Speech & Language, phonics, and targeted interventions
- Online training for mental health, autism, and other specific needs
- Regular CPD from Educational Psychologists

## 8. Accessibility

- An **Accessibility Plan** is in place and regularly reviewed
- Adaptations to buildings and equipment are made as needed
- Vulnerable person risk assessments and personal emergency plans are implemented
- The plan is available for parents on request or via the school website

## 9. SEND Budget and Resource Allocation

- Funding for SEND is allocated based on pupil needs
- Priorities for spending are agreed between the Headteacher and Governors
- Resources are deployed to ensure all children can make progress

## 10. Parental Involvement

Parents are engaged through:

- Meet the teacher sessions, information evenings, and school visits
- Parent evenings, termly progress meetings, and annual reports
- Opportunities to help in school, join the Friends of the School, or become parent governors

## 11. Transition Support

- Pre-school visits, home visits, and social stories help children settle
- Year 6 buddy scheme supports new Reception children
- Liaison with feeder and secondary schools ensures smooth transition
- EHCPs are reviewed and discussed early to plan support

## 12. Complaints Procedure

- Parents should first discuss concerns with the class teacher or SENDCo
- The school's **Complaints Policy**, including SEND-specific complaints, is available on the website
- Support and advocacy can be accessed through **Support4SEND** and **IPSEA**

## 13. Contact Information

- **Class Teacher:** initial point of contact
- **SENDCo:** Mrs Helen Silver
- SEND policy available on the school website
- Support4SEND: [www.hants.gov.uk/support4send](http://www.hants.gov.uk/support4send)
- IPSEA: [www.ipsea.org.uk](http://www.ipsea.org.uk)
- Barnardos
- Hampshire Local Offer: <http://www.hantslocaloffer.info>

## 14. Glossary

- **Annual Review:** Yearly meeting to review EHCP pupil progress
- **BSS:** Behaviour Support Service
- **CAMHS:** Child and Adolescent Mental Health Services
- **EP:** Educational Psychologist
- **Personal Plans:** Individual plans outlining pupil targets and needs
- **Intervention Programmes:** Targeted sessions for literacy, social skills, or behaviour
- **IPA:** Inclusion Partnership Agreement
- **TA:** Teaching Assistant
- **OT/SALT:** Occupational Therapy / Speech & Language Therapy
- **External Agencies:** Services outside school supporting SEND pupils
- **SENDCo:** Special Educational Needs Coordinator
- **SEND:** Special Educational Needs and Disabilities
- **SEND Register:** List of pupils requiring extra help
- **EHCP:** Education, Health and Care Plan
- **Visual and Hearing Advisers:** Specialists for sensory difficulties
- **One Page Profile:** Overview of pupil strengths and support needs