

# Appleshaw St Peter's CE Primary School

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[www.appleshawschool.com](http://www.appleshawschool.com)  
Headteacher: Mr Ian Hickman



## SEN INFORMATION REPORT

(A glossary of terms is provided for your convenience at the end of this document)

### 1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Appleshaw Primary School children needing extra help may be identified through a variety of ways, including the following:

- Liaison with transferring school or Early Years setting
- Concerns raised by parent
- Concerns raised by teacher
- Assessment information showing that a child needs additional support
- Notification from outside agencies

### 2. HOW WILL I RAISE CONCERNS AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At the earliest opportunity talk to your child's teacher about your concerns; you could talk to them at the next Parents Evening or you could arrange an appointment through the school office.

### 3. IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS HOW WILL THE SCHOOL SUPPORT THEM?

Appleshaw Primary School will support your child by continuing with any existing individual plans, ongoing and regular assessments of your child's needs and amending plans or setting new targets as necessary.

#### 3a WHO WILL OVERSEE AND PLAN WORK WITH MY CHILD?

The class teacher will plan and work with each child in their class to ensure that progress in every area is made. A Learning Support Assistant (LSA) may work with your child either individually or as part of a group, focusing in on specific learning targets.

#### 3b WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with you to discuss your child's needs, support and progress. Meetings may also involve the Headteacher or Special Needs Coordinator (SENCo) as appropriate to your child's needs.

#### **4. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS AND HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?**

The class teacher may discuss your child's needs with the SENCo who will advise them as to the next steps may be and what support is be appropriate. Children with SEND will have access to the appropriate resources needed to help them access the curriculum and to make progress. Your child's progress will be reviewed regularly and this may be in a variety of ways:-

- By verbal feedback from the child, the parents and class teacher
- Through assessments at the end of a programme of work
- By reviewing targets set by the class teacher and SENCo
- Reviews made by outside agencies (if appropriate)

#### **5. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

You are welcome 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

##### **5a WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

Confidential update meetings will be held between yourself and the class teacher or Special Needs Coordinator on a timescale agreed between you.

##### **5b HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

The class teacher assesses each child constantly and notes areas where they are improving and where further support is needed. Children with SEND may be monitored more frequently and on a more formal basis, such as through reading assessments or phonics checks.

##### **5c HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?**

All children discuss their progress and their targets with their class teacher or LSA on a regular basis. Pupils with Statements or EHCPs are invited to contribute to the Annual Review.

#### **6 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING AND MEDICAL NEEDS?**

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they would be your first point of contact. If further support is required the class teacher liaises with the SENCo for further advice. This may involve working alongside outside agencies such as Health and Social Care, and the Behaviour Support Service.

Appleshaw Primary School also has a support assistant who is trained in Emotional Literacy (ELSA). She works with pupils who have been identified as needing additional pastoral support.

##### **6a HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

The school's policy regarding the administration and managing of medicines can be found on the school's website. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

A Medical Care Plan will be drawn up for children who have complex medical needs and all staff will be made aware of that child and their needs. Additional training can be put into place should specific medical needs arise.

## **6b WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?**

If you have concerns about your child's wellbeing please speak to the class teacher, Deputy Headteacher, Headteacher or the SENCo. Following a period of assessment and observation an Individual Behaviour Management plan (IBMP) may be written to identify the specific issues, put relevant support in place and set targets. This would be reviewed regularly and new targets may be set or the plan could be concluded. Referrals can also be made to the Behavioural Support Team When behavioural concerns continue over a significant period of time school can make a referral to the Behaviour Support Team for more specialist support.

Attendance of every child is monitored on a daily basis by the school with late arrival and unexplained, or frequent absences, are recorded and reported to the Headteacher.

## **7. 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. This may include

- Primary Behaviour Service,
- Health Service - GPs, school nurses, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists and CAMHS
- Social Care -locality teams and social workers
- Educational psychologists and specialist advisory teachers.

## **8. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?**

Our SENCo has over 15 years' experience of teaching and working with children who have SEND and is currently completing the SENCo Accreditation Course.

One of our support assistants has completed additional training and qualifications and is a Higher Level Teaching Assistant.

All LSAs are experienced in delivering Literacy and Numeracy intervention programmes. Teaching staff and support staff are kept up to date with the latest developments in SEND by the SENCo.

## **9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE 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. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## **10. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

Appleshaw Primary School is an accessible site as the building and the outside areas are all on one level. The main entrance has a push button system and there are slopes from most of the doors out to the playground. There is a fully equipped disabled toilet and the pupil toilets have both push taps and taps with handles.

## **11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?**

We encourage all new children to visit the school prior to starting and to spend time in their new class wherever possible.

When transitioning children to and from our school at any age we liaise closely with current or future staff ensuring all relevant paperwork is passed on and all needs are discussed and understood.

When children with SEND are preparing to leave us for a new school we arrange additional visits and planning meetings if necessary. We may also write a transition book or social story with the child to help them understand the changes.

Our feeder secondary school runs programmes specifically tailored to aid transition for the more vulnerable pupils.

## **12. WHO CAN I CONTACT FOR FURTHER INFORMATION?**

The first point of contact will be your child's class teacher. You can also contact the SENCo, Deputy Headteacher, Headteacher, or SEND Governor. You might also wish to look at the school's website.

Useful websites are

[www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)

[www.ipsea.org.uk](http://www.ipsea.org.uk) - Independent Parental Special Needs Advice

## **13. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

Telephone the school administration office to arrange a meeting with the Headteacher. The school's contact information can be found on the website.

[www.appleshawschool.com](http://www.appleshawschool.com)

## GLOSSARY OF TERMS AND ABBREVIATIONS

**CAMHS** – Child and Adolescent Mental Health Services

**EHCP** – Education, Health and Care Plan – Legal document replacing Statements of Special Educational Needs in September 2014; a cooperative support plan for children with special needs, drawing together all involved in a child’s education, medical care and social and emotional development, applicable from birth to age 25.

**HLTA** – Higher Level Teaching Assistant – a support assistant who has gained additional additional qualifications who will work 1:1 and with groups of children and can plan and deliver programmes of learning, they may also take the whole class fro sessions.

**IBMP** – Individual Behaviour Management Plan – with targets for managing and addressing behavioural issues, drawn up in consultation with parents, staff and the child

**IEP** – Individual Education Plan – with targets set for a period of time aimed at improving progress and attainment in curriculum areas

**IPA** – Inclusion Partnership Agreement - multi-agency support plan for pupils with additional needs, generally reviewed annually

**LSA** – Learning Support Assistant – classroom assistant who may work with pupils on individual programmes or with groups within the class, taking direction from the class teacher or SENCo

**Statement** – Legal Document outlining the child’s special educational needs and objectives for learning and development while they are in Education. These are reviewed annually.

**SEND** – Special Educational Needs and / or Disabilities

**SENCo** – Special Educational Needs Coordinator, may also be known as Inclusion Coordinator