

SEND Information Report

Potley Hill Primary School

2024-2025

SENCo: Mrs Elaine Morris

Working days: Tuesday and Wednesday



What kind of Special Educational Needs and Disabilities are provided for?

At Potley Hill Primary School, we provide an inclusive education and curriculum catering for all pupils.

The four main areas of need we provide for are:

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



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What are the different types of support available for children with SEND in our school?

- ▶ High Quality Inclusive Teaching in the classrooms with the class teacher.
- ▶ Specialist support. This is an intervention from an Outside Professional e.g. Speech and Language.
- ▶ Intervention support. This is small group work from a trained member of staff following a specific programme to support progress in an area of need.

Educational Health Care Plan (EHCP)

- ▶ This is specific and individualised targets which will be supported through High Quality Inclusive Teaching, Specialist Support and Interventions. Depending on your child's needs this may also require some 1 to 1 support.



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How do we support and develop social and emotional development?

At Potley Hill Primary school we have adopted the My Happy Mind programme as our approach to develop all children's social, emotional and mental health development.

This approach is also supported by the use of:

- ▶ The THRIVE Approach to identify children who need further support
- ▶ 1 to 1 ELSA sessions
- ▶ Small group Nurture sessions
- ▶ Canine Assisted Learning
- ▶ If your child requires group or 1 to 1 sessions, this will be discussed with you by your child's class teacher or the SENCo.

All staff are trained in the 'My Happy Mind' Approach and this approach is supported by the NHS.



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How is extra support allocated to children and how do they progress in their learning?

The Head Teacher, Staff and the SENCo discuss all the information they have about children with SEND in the school, including:

- ▶ those children getting extra support already
- ▶ those children needing extra support
- ▶ the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources, training and support is needed.



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Who are the best people to talk to at school about my child's Special Educational Needs and/or Disabilities?

- ▶ Class Teachers
- ▶ Special Educational Needs Coordinator (SENCo) – Mrs Elaine Morris
- ▶ Head teacher – Mr Brent Ellis
- ▶ SEND Governor - Kathryn Stilwell

If you are concerned about your child's progress...

- ▶ If you have concerns about your child's progress, please book a meeting with your child's teacher or the SENCo
- ▶ The school's SEND Governor can also be contacted for support



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How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you.

Together we will...

- ▶ Listen to any concerns you may have.
- ▶ Discuss any referrals to outside professionals to support your child.
- ▶ Plan any additional support your child may need.

If additional support is planned, specific SMART targets will be made on a Personalised Plan with your child's Class teacher and the SENCo

Your child will be added to the school's Special Educational Needs Register and monitored by the SENCo.



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How we will support your child with their Special Educational Needs and/or Disabilities?

Every child identified with Special Educational Needs and/or Disabilities will have a Personalised Plan

The Personalised Plan is a working document that includes;

- ▶ your child's strengths, challenges, parent's and child's views and aspirations alongside key strategies that work well for your child
- ▶ SMART targets to support their progress focusing on their area/s of need.

How will we let you know about your child's support and progress?

- ▶ Class teachers will formally meet with you three times a year to review and create targets as part of the Personalised Plan.
- ▶ The SENCo and Class teachers are available to meet with you throughout the year to discuss any concerns/ worries you may have.
- ▶ All information from outside professionals will be discussed with you, and often a written report will be available.



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How will your child's voice be heard?

At Potley Hill Primary School your child is at the centre of everything we do, therefore hearing their voice is incredibly important.

- ▶ Class teachers talk to your child about their targets and record their progress and difficulties as part of their Personalised Plan.
- ▶ The staff collects your child's views and aspirations as part of their Personalised Plan.
- ▶ The Senior Leadership Team select children identified with SEND to talk with as part of pupil conferencing and work sampling.



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Who are the other professionals providing services to children identified with SEND in this school?

School provision

- ▶ Teachers are responsible for teaching children identified with SEND.
- ▶ Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) run interventions with either individual children or small groups.
- ▶ Canine Assisted learning - Therapeutic animal support
- ▶ My Happy Mind - All staff support children with their emotional and social development. Our ELSA LSA and Nurture LSA support groups and individuals
- ▶ Language Link – Small group support in language development by a trained LSA.
- ▶ Speech therapy – individual and small group development in Speech with a LSA.
- ▶ Lego Therapy - small group work with a trained LSA
- ▶ Play therapy



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Local Authority Provision delivered in school

- ▶ Autism Outreach Service from Henry Tyndale School
- ▶ Educational Psychology Service
- ▶ Specialist Advisory Service for children with visual or hearing needs
- ▶ SENDIASS (Special Educational Needs and Disability Information, Advice and Support)
- ▶ SALT (Speech and Language Therapy)
- ▶ PBS (Primary Behaviour Service)
- ▶ SEMH Outreach from Cody Oaks

Health Provision delivered in school

- ▶ School Nursing Team
- ▶ Occupational Therapy
- ▶ Physiotherapy
- ▶ CAMHs



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How are the teachers in school supported to work with children identified with SEND and what training do the teachers have?

- ▶ SENCo - SEND Accreditation, constant updates through courses in Hampshire
- ▶ Trained ELSA support
- ▶ My Happy Mind Training
- ▶ Child protection training
- ▶ Teaching Assistant's experience, qualifications and training
- ▶ THRIVE Approach: Emotional and Social support
- ▶ Teachers and Teaching Assistants receive ongoing professional development to ensure the needs of the children are met.



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How will the teaching be adapted for my child with SEND?

- ▶ Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- ▶ Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- ▶ Specific resources and strategies will be used to support your child individually and in groups.
- ▶ Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- ▶ The learning environment will take into account your child's specific learning needs and adapted where identified.



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How will we measure the progress of your child in school?

- ▶ Where necessary, children will have a Personalised Plan based on targets specific to their needs. Targets will be set and designed to aid progress. Progress against these targets will be reviewed regularly alongside assessments taken as part of everyday school life.
- ▶ The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- ▶ The SENCo will check that your child is making good progress within any individual work and group that they take part in.
- ▶ Regular book monitoring and lesson observations will be carried out by the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.



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How is Potley Hill Primary School accessible?

- ▶ Occupational therapists resources
- ▶ Disabled parking bay
- ▶ Level access around the whole school
- ▶ Disabled toilet
- ▶ We ensure where ever possible that equipment used is accessible to all children regardless of their needs
- ▶ After school provision is accessible to all children, including those with SEND
- ▶ Extra curricular activities are accessible for children with SEND
- ▶ Accessibility plan



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How will we support your child during transitions?

We will support your child during all transitions, whether they are joining our school or moving to a new school through:

- ▶ New parents meetings and home visits
- ▶ Stay and play sessions (YR)
- ▶ Transition Partnership Agreements with Preschools and Senior schools
- ▶ Transition days and visits
- ▶ Transition booklets
- ▶ SENCOs from Preschools and Senior schools liaise and share information



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Useful Contacts

Local SEND Support

<https://www.hampshiresendiass.co.uk/parents-carers>

SEND Local Offer

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



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Useful Contacts

Complaints

Please refer to our complaints policy but in the first instance, please book a meeting with our SENCo, Mrs Morris.

[Complaints Policy](#)

SEND Policies and our Accessibility Plan can be found:

[SEN Policies](#)



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We look forward to working with you
to support your child!