

Smannell and Enham C of E Aided Primary

Special Educational Needs and Disabilities (SEND) Information Report 2025/2026

Core Offer

Smannell and Enham School is a caring and inclusive school where children access a broad, balanced, and relevant curriculum. We are committed to ensuring that the needs of each child are met and that every pupil achieves their full potential. Through high-quality teaching, differentiation, and diverse teaching strategies, we make the curriculum accessible to all pupils.

We believe that all children, including those with Special Educational Needs and Disabilities (SEND), flourish best in a nurturing environment where they receive appropriate support and have full access to school activities.

School Policies

The following school policies are available on our website:

- SEND Policy
 - Safeguarding Policy
 - Behaviour Policy
 - Equality and Diversity Policy
 - Complaints Policy
 - Admissions Policy
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Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children who need extra help?

We follow the guidance in the Special Educational Needs and Disability Code of Practice 2015, which defines SEND as:

"A pupil has SEND where their learning difficulty or disability requires special educational provision that is different from or additional to that normally available to pupils of the same age."

Class teachers continuously monitor progress and identify children whose development:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or exceed the child's previous rate of progress.
- Does not close the attainment gap between the child and their peers.
- Continues to widen the attainment gap despite interventions.

Children may be identified through:

- Early identification and intervention
- Transition meetings between pre-schools and year groups
- Parental concerns
- Teacher observations and assessments
- Professional diagnoses
- Referrals from external agencies, such as Speech and Language Therapy, Educational Psychology, or CAMHS (Child and Adolescent Mental Health Services)

We recognize four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional, and Mental Health Difficulties (SEMH)
4. Sensory and/or Physical Difficulties

Parents are encouraged to:

- Speak with their child's class teacher about any concerns.
 - Contact the SENDCO (Special Educational Needs and Disabilities Coordinator), who works closely with teachers and parents.
 - Consult their GP, who may make referrals to specialist health services.
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Support for Children with SEND

Who oversees and plans my child's education?

- All teachers are responsible for ensuring high-quality teaching that meets the needs of all pupils, including those with SEND.
- The SENDCO oversees provision and supports class teachers in making necessary adjustments.
- Personal Plans (Pupil Plans) are developed collaboratively with teachers, parents, and, where appropriate, children and are reviewed at least termly.
- External agencies and professionals may be consulted to enhance provision where needed.

How will I be informed about my child's support?

Parents are kept informed through:

- Termly meetings to review progress and update Personal Plans.
- Informal meetings with class teachers as needed.
- Annual reviews for children with Education, Health, and Care Plans (EHCPs).

How does the school balance support with independence?

- Support is carefully planned to foster independence rather than reliance on adult assistance.
- Interventions may be one-to-one, small group, or in-class support.
- Where necessary, teaching assistants encourage independent problem-solving and scaffold learning rather than providing direct answers.

SEND Resources and Adjustments

How does the school differentiate the curriculum for my child?

- Class teachers differentiate lessons by removing barriers and adapting learning activities to meet individual needs.
- Interventions and additional support are provided where necessary, using the Assess, Plan, Do, Review cycle.

What resources are available for SEND pupils?

The school provides various resources, including:

- Visual aids (timetables, task strips, social stories)
- Sensory equipment (fidget tools, wobble cushions, proprioceptive breaks)
- Social skills support (social stories, group interventions)
- Assistive technology (reading pens, speech-to-text software)

- Individual behavior plans and strategy cards

Examinations and Access Arrangements

- Additional time and rest breaks can be provided.
 - Smaller test rooms are available for pupils requiring quieter spaces.
 - Specialist resources, such as enlarged text or overlays, can be provided.
 - Support from a reader or scribe can be arranged where needed.
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Parent Communication and Engagement

How does the school communicate with parents?

- Parents receive regular updates at parents' evenings and through Personal Plan reviews.
- Home-school reading diaries support communication on a daily basis.
- The school welcomes informal conversations and scheduled meetings.

How can parents support their child's learning?

- Encourage daily reading and phonics practice.
 - Support home learning tasks and reinforce strategies used in school.
 - Attend school workshops or training sessions to better support learning at home.
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Emotional and Well-being Support

How does the school support pupils' emotional well-being?

- Small group and individual pastoral support for pupils experiencing social or emotional difficulties.
 - Playtime plans and peer buddies to foster positive interactions.
 - Social skills groups and resilience-building activities.
 - Individual Behaviour Support Plans (IBMPs) for pupils needing additional behavioral support.
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Medical and Physical Support

How does the school manage medical needs?

- Medical forms must be completed for any medication to be administered at school.
 - Individual Health Care Plans (IHCPs) are created for children with medical conditions.
 - The school liaises with the Hampshire school nursing service as required.
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Transition Support

How does the school support transitions?

- Pre-school to EYFS: Transition Partnership Agreements (TPAs) for pupils with complex needs.
 - Year-to-year transitions: Additional visits and structured transition plans for SEND pupils.
 - Primary to Secondary: Liaison between SENDCOs, extra school visits, and tailored transition support.
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Contact Information

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Smannell and Enham C of E Aided Primary School

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Review Process

This report is reviewed annually by the SENDCO, Senior Leadership Team, and SEND Governors.

Next review: July 2025

Completed by:

SENDCO: Karen Callow

Headteacher: Rebecca McManus