



Sopley Primary School is a mainstream primary school serving the New Forest and surrounding areas. We believe that all children have a right to be valued, encouraged and accepted equally, regardless of ability, behaviour or family background. This school provides a broad and balanced curriculum for all children. The New National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Some children have barriers to learning that mean they have special educational needs and require provision that is additional to or different from others of the same age. Children may have special educational needs either throughout or at any time, during their time in school.

### **How will the staff at Sopley Primary School know if my child needs extra help?**

- Your child may be falling behind in their learning.
- There may be changes in their behaviour in class.
- They may come into mainstream school already with an Education, Health and Care Plan (EHCP) or existing parental concerns.
- There will be discussions with you, the parents or carers.
- There will be discussions with your child him/herself.

### **What should I do if I think my child has a Special Educational Need or Disability (SEND)?**

- First of all, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Depending on your child's specific needs, you may wish to talk to your G.P.

### **How will Sopley Primary School support my child with SEND?**

- The class teacher will be aware of your child's needs and will arrange for Learning Support Assistant (LSA) support for some tasks in class.
- Your child's name will be included on the school's Special Needs register.
- Your child will be given a Personal Learning Plan (PLP)
- They may receive additional one-to-one support.
- Some children may need Emotional Literacy Support (ELSA), if there are concerns about behaviour or emotional well-being.
- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support from the Speech & Language Therapy Service or Occupational Therapy Service may be requested.
- Support from an outreach service for pupils on the autistic spectrum can be sought.
- A referral to the Primary Behaviour Support unit for advice and support may be made

### **How will the curriculum be matched to my child's needs?**

- All children will be working towards the same objective, but at different levels.
- There may be many levels of work taking place in one lesson. This is called differentiation and allows all children to access the same curriculum.

### **How is the decision made about what type of and how much support my child will receive?**

- The class teacher and the SENDCo will discuss those needs and how they can be best met within the school.
- Support can be 1:1 with a Learning Support Assistant (LSA).
- It can be in a small group, inside or outside of the classroom.
- The support may be through the tasks given.
- The support given will be planned by the class teacher in consultation with the SENDCo and then recorded on your child's Personal Learning Plan (PLP).

### **How will I know how well my child is doing and how I can help them at home?**

- Meetings with the SENDCo, class teachers + learning support assistants (LSAs) are held regularly.
- The PLP is created at least once per term for children who are entered on the school's register of Special Educational Needs.
- The PLP sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The Personal Learning Plan can help with your role at home.
- Once the PLPs are in place, parents are invited into school for a meeting with the class teacher and if requested the SENDCo to discuss the content and how it is working.

### **How will Sopley Primary School know how well my child is doing?**

- National and age-related expectations.
- They complete half-termly tracking documents.
- The PPI is reviewed regularly and at least once each term.
- Reading, spelling and, for some children, maths are assessed using standardised tests to give a reading age / spelling age / maths age and standardised scores, to measure progress.
- Children who are not making expected progress are picked up through the regular review meetings that follow these assessments.
- This may lead to adjustments to their PPIs and to the support they receive.
- Termly Parents' Evenings and Annual reports give all parents and carers regular feedback on their child's up to date academic levels, individual reading, writing and maths targets and any behavioural, emotional or social concerns

### **What is available to support and develop my child's overall wellbeing?**

- We are an inclusive community school, welcoming and celebrating diversity.
- All our staff members believe in developing children's self-esteem and our school values reflect this.
- Teachers, LSA's, the SENDCo and sometimes the executive head teacher will all be involved.
- There will be resources specifically chosen to aid and support learning.
- Emotional Literacy Support (ELSA) is for children who need an extra boost to improve confidence, self-esteem or social skills for a short while
- Sopley Primary School has its own, SENDCo Assistant who is able to provide professional assistance to any family who needs a little bit of extra help.

### **What services and expertise are available at or accessed by the school?**

- Our SENDCo is a very experienced teacher and has years of experience working with children with individual needs.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- Our Learning Support Staff are usually qualified to a minimum Level 3 in child care or education support.

- Further training on specific Special Educational Needs topics are a regular feature of the staff professional development calendar each year.
- Recent training has included topics such as delivering specific interventions, working with children on the Autistic Spectrum, precision teaching and supporting children with specific social, emotional and mental health needs
- We work closely with external agencies, relevant to each individual child's needs.
- These currently include GPs, school nurse, paediatricians, speech and language therapists, occupational therapists, educational psychologists, primary behaviour support workers, specialist advisory teachers for hearing or visually impaired or physically disabled pupils, specialist outreach workers, family support and other social services.

### **How are children with SEND included in activities outside of the classroom, including school trips?**

- All of our children are encouraged to join in, are welcomed on and included in all activities & after school clubs whatever their needs.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents are encouraged and welcome to help on school trips to support their children

### **How accessible is the school environment?**

- The school is mostly accessible to all, with some ramps, disabled toilets and fire exits.
- We are able to access EMTAS (Ethnic Minority and Traveller Achievement Service) to support our families for whom English is an additional language. We can arrange for a translator to attend meetings, if necessary.

### **Who will I speak to if I am worried about how my child is progressing?**

- First, speak to your child's class teacher.
- Make an appointment to meet the SENDCo.
- Parents are always welcome to have a meeting with the executive head teacher to discuss any further concerns.

### **How will Sopley Primary School prepare and support my child when joining the school and transferring to a new school?**

#### **Joining our school**

- Teachers support the transition from pre-school to mainstream education.
- Open 'stay and play' sessions for pre-schoolers are held in the summer term.
- Home visits support your child meeting their new teacher ahead of the new school year.
- There are parent meetings in the summer term before the September start.
- Transition meetings between the Pre-school SENDCo, parents and school SENDCo in the summer term are held.

#### **Moving to secondary school**

- Letters sent home via ScoPay will tell parents of open evenings, etc. to be held at all local secondary schools.
- The Sopley SENDCo may attend the open evenings in the Autumn term, alongside parents, if they would like this support.
- In the summer term, meetings are held between the Sopley SENDCo and the SENDCos of the secondary schools to make sure that all relevant information is passed on.

- If appropriate, an application will be made to a school with a specialist provision, for children with an EHCP, to meet that individual child's needs.
- Children with SEND are invited to extra transition days at their new secondary schools.
- Familiar resources used at Sopley may be taken on a visit to the new school.
- Support is given by all staff working with a child to reassure them that they will benefit from a place at a specialist provision, if appropriate.

### **How are the School Governors involved with pupils with SEND and what are their responsibilities?**

- There is an SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- The SEND Governor will meet each school term with the SENDCo to talk through the progress that the children are making and reports back to the Governors. In these meetings, all discussions and data are anonymised.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The SENDCo reports to the Governing Body and/or the Curriculum and Standards Committee.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.
- Sopley Primary School's SEND governor is and the Pupil Premium Governor can be contacted by e-mail 'for the attention of SEND Governor or Pupil Premium Governor at [adminoffice@sopley.hants.sch.uk](mailto:adminoffice@sopley.hants.sch.uk)

### **What steps should I take if I am concerned about the school's SEND provision?**

Your first point of contact will always be your child's class teacher.

- You may also wish to speak to the SENDCo.
- The SENDCo and Assistant SENDCo can be contacted through the school office or by e-mail [adminoffice@sopley.hants.sch.uk](mailto:adminoffice@sopley.hants.sch.uk)
- You may read the school's SEND policy which is published on the school web-site.
- If you feel you need an independent source of support, contact Hampshire SENDIASS at <https://www.hampshiresendiass.co.uk/> At [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)  
Phone 0808 164 5504
- Independent Special Education Advice at [www.ipsea.org.uk](http://www.ipsea.org.uk)

The school has a formal complaints policy. Please contact the school office for details.

**Further information about the provision, services, support and resources available for children or young people with SEND and their families within the Hampshire Local Education Authority is available through the Hampshire County Council 'Local Offer'.** This can be found at: [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

**Further information about the provision, services, support and resources available for children or young people with SEND and their families within the BCP Authority is available through the BCP 'Local Offer'.**

This can be found at: [https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local\\_offer/](https://facts.bournemouth.gov.uk/Synergy/Live/SynergyWeb/local_offer/)