



# Silchester Church of England (Aided) Primary School

## **Special Educational Needs (SEN) Information Report – Academic Year 2024 - 2025**

*The SEN information report is a requirement on schools under section 69 of the Children and Families Act (2014). The information required is set out in the Special Educational Needs and Disability Regulations - Clause 65 (2014) and further guidance is contained in the Special Educational Needs Code of Practice (2015).*

The information below forms our own Special Educational Needs information report and details how Silchester Church of England (Aided) Primary School provides for children with special educational needs. Our Christian values of 'Compassion, Courage and Respect' are at the heart of what we do for all of our pupils.

### **1. How is Silchester organised?**

*The kinds of special educational needs for which provision is made at the school.*

Silchester Church of England (Aided) Primary School has an Executive Head Teacher, a Head of School, a Deputy Head Teacher, a Governing Body and an Executive Special Educational Needs Co-ordinator (SENCO). The school is committed to meet the needs of all pupils and therefore endeavour towards inclusive education. All children, regardless of additional needs, are cared for and supported.

### **2. How would Silchester know if my child needs extra support and what do I do if I think my child has special educational needs?**

*Information about the school's policies for the identification and assessment of pupils with special educational needs*

To aid identification of special educational needs, we integrate the graduated approach using the 'Assess, Plan, Do, Review' cycle. At Silchester, children are identified as having special educational needs via the following ways:

- Close liaison at transition - be that from pre-schools and nurseries into Year R, from Year 6 onto secondary or children arriving from or leaving to start at other schools;
- Concerns raised by class teachers;
- Concerns raised by parents;
- Concerns raised by the child;
- If the child is performing below age expected levels;
- Health diagnoses by a paediatrician or other professional.



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If you have any concerns about your child, our *open-door policy* means that you can make an appointment to come in and discuss your concerns at any time. You can talk to any of the following people:

- Your child's class teacher
- Special Educational Needs Coordinator – *Mrs Emily Burningham*
- Teaching and Learning Lead – *Miss Lina Ouazzani*
- Head of School/Inclusion Leader – *Mrs Rachel Moir*
- Designated Teacher – *Mrs Debs Forrester*
- Executive Head Teacher - *Mr Glen Golding*
- Special Educational Needs Assistant – *Mrs Jo Hunt*

Our collaboration has developed a prompt sheet to structure thoughts and conversations regarding identification of special educational needs entitled '*Let's Think about The Child*'. This is based on the principles of the Code of Practice (2015) and helps to ensure that identification of special educational needs keeps the best interests of the child paramount. Once a concern has been raised, the school may assess your child further to allow clearer identification of the nature of the need. This will help us to ensure that appropriate provision is put in place to support your child.

Assessments used include:- Dyslexia Early Screening Test (DEST); York Assessment of Reading Comprehension (YARK); Sandwell Numeracy Assessment; Sound Linkage (A phonics screening programme); Screening and Intervention for Dyslexia, Notably in the Early Years (SIDNEY); Boxall Profiles (to clarify social, emotional and mental health (SEMH needs) and Speech and Language screenings including Renfrew Language Scales and Language Link.

When appropriate, we liaise with external agencies such as Educational Psychologists (EP), Speech and Language Therapists (SALT), Primary Behaviour Service (PBS), Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, Maple Ridge Outreach or the Specialist Advisory Teachers services for Visual, Hearing or Physical Impairment. All these agencies work closely with both school and parents.



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*3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:*

**(a) How will Silchester know how well my child is doing?**

*How the school evaluates the effectiveness of its provision for such pupils*

At Silchester, it is our aim to ensure that all children make good progress from whatever their starting point. Through robust and regular monitoring, we analyse individual children's progress and put in place relevant next steps targets and additional provision required. This is done for all children, not just those who have special educational needs.

All children who have special educational needs have their progress carefully recorded and monitored, and have specific targets set. These targets are recorded on an Individual Support Plan (ISP), which is regularly monitored and reviewed termly. New targets are set according to the child's progress and needs. The child's progress and targets can be discussed with class teachers or the SENCO/Inclusion Leader at any time. Progress against these targets is also discussed with parents at termly parents' meetings. A summary of the child's targets, provision and progress goes home to parents alongside their annual school report. Some children with a primary area of need in social, emotional and mental health (SEMH) may have an additional Individual Behaviour Management Plan (IBMP).

Some children with more complex needs may have an 'Education and Health Care Plan' (EHCP) which is reviewed annually. This is a meeting, when outside agencies are invited and an official report is drawn up and sent to the county SEN team. When outside agencies are involved, parents are informed and usually invited to meet the relevant professional; as a parent you know your child better than anyone.

**(b) How is this information passed on to me?**

*The school's arrangements for assessing and reviewing the progress of pupils with special educational needs*

Teaching staff hold termly progress meetings to discuss all children, but particular focus is paid to those with SEN, and the SENCO uses the information from these meetings to track all children's progress to ensure the correct interventions and provision is in place. In addition to this, regular contact is maintained through home-school books, termly parent meetings, and annual reports. The Senior Leadership Team (SLT) also have termly pastoral meetings to ensure that children are accessing the correct provision for their needs.



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### **(c) How will the staff at Silchester support my child?**

#### *The school's approach to teaching pupils with special educational needs*

All teachers at Silchester are teachers of children with SEN. Learning in all lessons is appropriately differentiated to ensure learning at the right level and children are supported according to their need. Inclusivity is important to us. It is our aim that the majority of learning differences are addressed within the class through 'quality first teaching'. Some staff have specialist training in meeting social and emotional needs, supporting children with learning difficulties and supporting children with speech, language and communication difficulties. Sometimes pupils work in small groups or on individual programmes as well as in whole class settings.

### **(d) How will the curriculum at Silchester be matched to my child's needs?**

#### *How the school adapts the curriculum and learning environment for pupils with special educational needs*

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We feel that this is reflected in our Christian values of 'Compassion, Courage and Respect'. We offer a broad and balanced curriculum which is reviewed termly, and we have high expectations for all children. We use a range of teaching and learning strategies to ensure all children make progress, regardless of their starting points. These include support staff in every class, differentiation, questioning, feedback, modelling and peer/self-assessment. We work in collaboration with outside agencies, if applicable, to adapt the curriculum and implement further strategies to support individuals. The achievements, attitudes and well-being of all our children matter. Silchester promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. This is achieved through quality first teaching and an ongoing programme of staff training

### **(e) How is the decision made about the type and quantity of support my child will receive?**

#### *Additional support for learning that is available to pupils with special educational needs.*

The need of each individual child is assessed regularly alongside the impact of any provision that the school has in place. The decision regarding the type and quantity of provision required is primarily the class teacher's responsibility. This will initially be the result of a discussion between the class teachers and the SENCO but may also, depending on the needs of the child, include discussions with outside agencies. The Senior Leadership Team



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(SLT) makes further decisions, such as how much additional support is available in the classroom. We aim to involve both the child and their parents in these decisions and ensure that close liaison supports this.

### **(f) How will my child be included in activities outside the classroom?**

*Activities available for pupils with special educational needs in addition to those available in accordance with the curriculum.*

We are a fully inclusive school and take any reasonable action to ensure that a child with SEN can access all learning opportunities and aspects of school life. Children with special educational needs are included in all school activities, including school trips, unless there are implications for their own or others' safety. This includes residential trips. Any concerns about school trips can be discussed with trip organisers.

### **(g) What support is available at Silchester for my child's overall well-being?**

*Support that is available for improving the emotional and social development of pupils with special educational needs.*

The school's ethos is one where pastoral support is as important as academic support. Our open-door policy and proactive approach to dealing with any concerns or issues that the children are facing leads to Silchester being a happy, safe and caring environment for all. The children have regular assemblies focused on learning about how we care for ourselves. All classes also have a 'Brilliant Brain Box' which contains sensory items available to aid self-regulation.

Our school has a very clear behaviour code that all children are encouraged to follow. Some children who have social and emotional difficulties that may manifest with difficulties regulating emotions and behaviour may have an Individual Behaviour Management Plan (IBMP) to help them develop and implement strategies to ensure their inclusion in all school activities.

All staff are trained in safeguarding procedures, and we have several specially trained Designated Safeguarding Leads. Please see our Child Protection and Safeguarding policies for further information about our safeguarding procedures.



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### **4. Who oversees special educational needs provision at Silchester?**

*In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.*

In her role as SENCO, Mrs Burningham oversees the inclusive education of all our children with special educational needs (SEN) and monitors the exclusion and attendance rates across the school. Mrs Burningham also works to develop an understanding of SEN provision within a mainstream classroom for all staff and ensure effective provision is in place to meet the needs of the children. In her role as Designated Teacher, Mrs Forrester oversees the inclusive education of all our looked after children (LAC) and post adopted children, whilst in her role Head of School/Inclusion Leader, Mrs Moir oversees pupils in receipt of pupil premium (PP) funding.

### **5. What SEN training is provided for staff at Silchester?**

*Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.*

The training of staff at Silchester is continually ongoing and valued highly. Every term, a professional development staff meeting is dedicated to highlighting an aspect of special educational needs. Either external agencies or internal members of staff may deliver staff training sessions. In addition to this, staff access training and workshop sessions offered by the local authority. The teaching assistants at Silchester have termly professional development training. Recent SEN training for staff includes Wellbeing focus, Social, Emotional and Mental Health (SEMH) strategies, emotional development and overviews of Language Link and other key assessment tools. When required, the School Nurse Service gives training for specific medical conditions as appropriate: e.g. to support pupils with Epilepsy, Anaphylaxis and Diabetes.

Currently we have the following expertise available in school:

- Speech and language
- Dyslexia screening and support

When necessary, we access further expertise by contacting the following external agencies:

- Educational Psychologists (HIEPS)
- Children's Therapy Services including Speech and Language Therapy (SALT), Occupational Health Therapy (OT) and Physiotherapy (PT)



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- School Nursing Service
- Children's Health
- Primary Behaviour Service (PBS)
- Specialist teacher Service – Visual, Hearing and Physical Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Early Help Hub
- Ethnic Minority and Traveller Achievement Services (EMTAS)
- Maple Ridge Outreach

### **6. How accessible is Silchester, both indoors and outdoors?**

*Information about how equipment and facilities to support children and young people with special educational needs will be secured.*

The school's internal and external environments, allow any persons with disabilities to navigate the site. The school has access to services and equipment to support children with visual, hearing, and physical impairments. One of the car parks available to parents has designated disabled parking bay although families with disabilities may also use other parking spaces within the school grounds. The school has an Accessibility Plan in place, which is reviewed bi-annually ensuring that we are providing the best level of accessibility that we can with the resources available to us. We also liaise with EMTAS (Ethnic Minority Achievement Service) who assist us in supporting any families with English as an additional language.



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### **7. How are parents and children currently involved at Silchester?**

*The arrangements for consulting children and parents of children with special educational needs about the education of their child.*

The involvement of parents and children is a priority for us. We value the input and respect the importance of relationship for the development of the child. Any internal assessments completed and all reports from external agencies are accessible to parents on request. Parents are also invited to discuss their child's needs and progress at any time with the class teacher or SENCO. They are also invited to meetings with specialist agencies. Parents are encouraged to help their children by supporting home learning, attending parents' evenings, and attending consultations when appropriate. Children are encouraged to work in partnership with their class teacher to set and review personal targets. Following the termly review of the child's Individual Support Plan (ISP) and subsequent setting of new targets, the child is consulted and involved. Through the open-door policy, parents can share any suggestions or concerns with SENCO, class teacher or any member of the SLT. Class teachers are usually available for a few minutes at the start and finish of the day, but it is best to make appointments via the school office for meetings or discussions of a more detailed nature. There are also termly parents' meetings.

### **9. What steps should I take if I have a concern with Silchester's SEN provision?**

*Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

In the event of a complaint about provision at the school, the first point of contact should be the child's class teacher and/or the SENCO. If this does not resolve the concern satisfactorily, contact can be made with the Head of School or Executive Head of School. There is a governor with responsibility for SEN – Mrs Cynthia Howells. The formal complaints procedure is outlined in the Complaints Policy which can be accessed via our school website or on request.





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### 10. How do the governors at Silchester influence SEN provision?

*How the governing body involves other bodies, including health and social services' bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.*

The Governing Body has a designated SEN Governor, Mrs Cynthia Howells, who is responsible for attending training, reviewing practice and both supporting and challenging the school and its SEN provision. The Governing Body reviews the progress of children and the recommended provision for all learners on a half-termly basis through their Standards and Curriculum Committee. The Governing Body support and challenge the SLT recommendations and involvement of outside agencies

### 11. What specialist services and expertise can be accessed to support parents?

*The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Clause 32.*

#### **Hampshire SENDIASS**

Core Assets Children's Services provide an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) in Hampshire. This one service encompasses both Support4SEND, and Parent Voice. The service will provide a single point of contact for children and young people with special educational needs and/or disability (SEND) and their parents and carers.

Phone: 0808 164 5504

Email: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)

Website: <https://www.hampshiresendiass.co.uk/>

#### **Family Support Service**

Hampshire County Council's Family Support Service (FSS) is part of the 'early help' provision for Hampshire. The service is for families with children aged 0–19 years (or up to 25 for young adults with learning difficulties and/or disabilities). We provide a joined-up, whole-family service to those who have high levels of need.

Phone: 0300 555 1384

Email: [childrens.services@hants.gov.uk](mailto:childrens.services@hants.gov.uk)

Website:  
<https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=2>



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### **12. How will Silchester prepare and support my child to join the school or move to another school?**

*The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.*

Transition between schools is extremely important for children with SEN. On entry to Early Years Foundation Stage (EYFS) staff liaise closely with the feeder pre-schools and nurseries. Transition meetings with parents, teachers and SENCOs from both stages take place for children with identified SEN. All children have several visits to the school during the summer term and home visits take place at the start of September. When moving on to secondary school, the SENCOs from both schools have a transition meeting and can arrange for parents to be present at this. Some children have additional preliminary visits. If a child moves to or from another school at any other time, liaison will take place between class teachers and /or SENCOs and all relevant paperwork is shared.

### **13. Where can I find out further information about services available for my child?**

*Information on where the local authority's Local Offer is published.*

In line with the government's SEN Code of Practice, there is a requirement for all local authorities to provide a Local Offer. A Local Offer gives children and young people with special educational needs or disabilities and their families, information about what support services the local authority think will be available in their local area. All schools in Hampshire link their SEN information report to the local offer and vice versa. Hampshire Local Offer can be accessed using the following link: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Please do contact us if you require further information or clarity regarding special educational needs provision at Silchester. We are happy to help.

**ADDRESS:** *Silchester Church of England (Aided) School, School Lane, Silchester, Hampshire, RG7 2NJ*

**TELEPHONE NUMBER:** *0118 970 0256*

**SCHOOL WEBSITE:** <https://silchesterschool.org/hants/primary/silchester>