Andover Church of England Primary School

SEND Information Report

October 2026

Introduction

Andover Church of England Primary School is a one form entry mainstream primary school, catering for pupils aged 4-11 years. We operate a policy of inclusion where all children are seen as individuals with the capacity to learn. All children have an equal opportunity to engage with a broad and balanced curriculum in a way which works for each child to reach their full potential by providing a nurturing, safe, happy and rich learning environment.

This report has been written in accordance with the Special Educational Needs and Disability code of practice 2015.

Hampshire County Council is also required to inform parents of their local offer which sets out the services available in Hampshire for all children with SEND and this can be found here:

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

How does the school know if children need of extra help or have special educational needs?

At Andover CE Primary School children are identified as having SEND through a variety of ways, usually a combination of some of the following:

- Concerns raised by parent.
- Liaison with previous school or pre-school.
- Child performing below age-related expectations.
- Child not making appropriate progress in particular areas of the curriculum.
- Concerns raised by teacher, for example: if behaviour or self-esteem is affecting performance.
- Liaison with external agencies.

How will I raise concerns if I need to?

- Talk to us. Initially contact your child's Class Teacher as they may be able to reassure you and will be able to quickly respond to any concerns. If you continue to have concerns, then please contact our SENDCo, Mrs Charlotte Down. This can be done in person, by email, adminoffice@andover-pri.hants.sch.uk or by phone, 01264 352322.
- We value partnership with parents and believe it is important to build open and honest positive relationships between home and school.

How will school support my child?

- The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- Our SENDCo oversees the progress of any child with special educational needs requiring additional support across the school.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group. This is normal practice within our school.

Who will talk to me about this?

- The Class Teacher will meet with you at least on a termly basis (this could be part of parent/carers' evening) to discuss your child's needs, support and progress. You can request to speak to the SENDCo at any time via email, adminoffice@andover-pri.hants.sch.uk or through the school office.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings.
- If the decision is made to place your child's name on the SEND register you will always be informed, usually by the class teacher or SENDCo

How will the curriculum be adapted to match my child's needs?

- All work within class is pitched at an appropriate level to individuals and groups of children so that all children are able to access learning. Typically, this might mean that in a lesson there would be three or four different levels of work set for the class. In some situations, work may need to be individually differentiated for specific children. This is the responsibility of the class teacher.
- All children, including those with SEND, will have access to the appropriate resources needed to help them make progress. These may include more specialist resources such as visual communication systems.
- The SENDCo supports class teachers in ensuring that planned work is appropriately differentiated and appropriate resources and strategies are used. The SENDCo, along with the Headteacher, will also spend time observing and monitoring SEND provision within classrooms.

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

- SEND support is different for every child because every child with SEND is an individual and has different needs.
- The class teacher will discuss the child's needs and what support may be appropriate with the SENDCo, who will then make appropriate arrangements.
- Support can be based around their learning, speech and language, physical, emotional or social needs. Different children will require different levels of support at different points in time. Receiving additional support does not necessarily mean your child has SEND.
- Your child's class teacher, and/ or the SENDCo will always be happy to discuss the support your child is currently receiving. Parents will always be informed where significant changes are made to the support a child receives and your views will be taken into account.
- Where children have an EHCP a formal Annual Review meeting will take place every year to review the support package an individual child is receiving. This meeting will take place on a 6 monthly basis if a child is under 5 years of age.

How will we know if this has had an impact?

- Tracking children's academic progress against national/ age levels identifies progress made and how much.
- Children are set targets and progress is measured against them.

- Verbal feedback from the child, parents and teacher helps to build a wider picture of impact.
- Parents will always be informed when their child's progress is no longer a concern.

How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- Parent meetings are offered on a termly basis to discuss your child's progress with their class teacher.
- Your child may have an Individual Education Plan (IEP) which will have individual targets. This is discussed and reviewed with you and your child and you will be given a copy to keep termly.
- You are always welcome to make an appointment to meet with the child's class teacher or the SENDCo to discuss how your child is getting on. Through these meetings, we can offer advice and practical ways that you can help your child at home.
- If your child has complex SEND, a Transition Partnership Agreement (TPA) may be sought and recorded when they move onto another school. If they have an Education, Health and Care Plan (EHCP) there will be a formal meeting to discuss your child's progress and a report will be written at least annually.

How does the school know how well my child is doing?

- As a school, we measure children's progress in learning against national expectations and age related expectations.
- Class teachers continually assess each child and note areas where they are improving and where further support is needed.
- Our SENDCo meets with all teachers on a regular basis and spends time in all classes, to monitor progress of all children with SEND.
- Pupil Progress Meetings are held every term between each class teacher, the LSA, the Headteacher and the Deputy Headteacher/ SENDCo. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions discussed.
- We carry out Language Assessments using Language Link with all our KS1 children. Children with language difficulties have interventions and then reassessed at key points to enable us to monitor progress.
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example DEST (Dyslexia Early Screening Test).

What is the pastoral, medical and social support available in the school?

- We offer a variety of pastoral support for pupils who are encountering emotional or social difficulties. We have a caring, flexible and understanding team of staff who aim to work in partnership with parents when it comes to meeting a child's needs.
- The first point of contact and key provider of support for all children is their class teacher. If further support is required, the class teacher will liaise with the SENDCo for further advice

and support. This may include working with outside agencies, such as Primary Behaviour Service or the Child and Adolescent Mental Health Service.

- As a school we have two ELSAs (Emotional Literacy Support Assistant) and one TALA (Therapeutic Active Listening Assistant) who wok under the direction of the SENDCo to support vulnerable children address their emotional needs.
- The school also has a Family Support Worker to support families in their own homes. She also offers a weekly informal 'Pop In' service and can offer information about parenting support.
- The school has a qualified Thrive Practitioner, working full time across the school to deliver interventions and to support staff to develop their practice and understanding of children's emotional development.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.
- Parents need to speak to the office if medication is recommended by health professionals to be taken during the school day. There will be a form to be filled in to ensure all the relevant details are passed to the school.
- On a day to day basis the office staff oversee the administration of any medicines.
- All staff have regular training and updates on conditions and medication affecting individual children, so all staff are able to manage medical situations.
- First aid training for our staff is regularly updated.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- At Andover CE Primary School we have a positive approach to behaviour management with a clear reward system in place in all classrooms.
- If a child has significant behaviour difficulties an Individual Positive Support Plan (IPSP) is written to identify the specific issues, put relevant support in place and set targets.
- Attendance of every child is monitored on a daily basis by the school. The schools' attendance team meet every three weeks to track and monitor attendance. The school offers parents support from the Family Support Worker if attendance is a concern.

How will my child be able to contribute their views?

- Progress and targets are discussed with all children as routine practice. Children are encouraged to identify their own next steps with guidance from their teacher.
- Children who have individual targets set and children with IEP's will always have a discussion with an adult on what these targets are and how they will be supported to meet them.
- If your child has an EHCP their views will be sought before any review meeting.

How are the Governors involved and what are their responsibilities?

- A named Governor is responsible for SEND and meets regularly with the SENDCo. A SEND report is shared with the Governing Body.
- The Governor for SEND visits the school regularly and meets with the SENDCo.
- The Governing Body agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need to make progress.

How are parents involved in the school? How can I get involved?

- We work closely with parents to ensure the best possible outcomes for each individual child. Parents are asked to get involved in their child's learning through home learning tasks set by class teachers each week.
- We welcome parents in school, once the correct DBS checks are in place, to volunteer to help within school, under the guidance of a teacher. This could be helping with hearing individual readers, or more general classroom activities. If you are interested in volunteering your help, then please make your interest known to our admin staff, who will pass this on the relevant staff member.
- Parents are welcome to support the school during outside visits and school trips. If you are able to get involved with these, then please speak to your child's class teacher.

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

- Our SENDCo works across all year groups and therefore has a good understanding of how children with SEND are being supported and is able to address concerns as and when they arise.
- We work closely with external agencies that we feel are relevant to individual children's needs within our school. These agencies may include:
  - Primary Behaviour Service
  - Educational Psychologists
  - Specialist Advisory Teachers
  - Social Services and Locality Teams
  - Health Services including: GP's, school nurse, clinical psychologists, paediatricians, speech and language therapists

What training have the staff supporting children with SEND had or are currently having?

- The SENDCo regularly attends Local Authority SEND updates and training courses.
- We have two members of staff who are trained as ELSAs and one member of staff who is trained as a TALA. These staff receive regular support form an Educational Psychologist and attend updated training as appropriate.
- One member of staff has completed the full Thrive practitioner accreditation training and all staff receive Thrive training.
- Many of our LSA's have received specific training in running a variety of intervention programmes.
- All LSA's have been trained to deliver reading and phonic programmes.

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 this is successful.
- A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised.

How accessible is the school environment?

- Andover CE Primary School has Grade 2 listed building status which imposes limitations in making the building more accessible for disabled persons.
- Risk assessments are carried out to respond to particular needs as and when they arise.
- We liaise closely with EMTAS (Ethnic Minority and Traveller Achievement Service) who regularly assist us in supporting our families with English as an additional language. This service is able to provide support with translating during parent meetings and the translation of any appropriate documents.

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.
- For children starting in Reception, we have a series of visits planned through the second half of the Summer Term to help children, parents and staff get to know each other.
- We can write social stories with children to support a positive and successful transition.
- Teachers and LSA's make visits to pre-schools and school settings where it is felt there is a need. Where pre-school visits are not carried out phone calls are made to the setting to gather information. We ensure that we speak to every setting with children coming to our school.
- Where SEND has already been identified before starting school the SENDCo will visit the child's current setting to observe and liaise with staff. Parents will always be invited to meet with the SENDCo during these visits.
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for the more vulnerable children.
- We liaise with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on, and all needs are discussed and understood.
- If your child has identified significant needs or disabilities, then an IPA or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Who can I contact for further information?

- The first point of contact will be your child's Class Teacher.

- You can also contact the:

    - SENDCo, Charlotte Down, c.down@andover-pri.hants.sch.uk
    - Headteacher, Fiona Tickle, ftickle@andover-pri.hants.sch..uk
    - Family Support Worker, Claire Webb, c.webb@andover-pri.hants.sch.uk

Any of the above an be contacted by the emails provided, in writing, or by telephone 01264 352322

- You might also wish to:
    - View the school's SEND and related policies on our website
    - Contact the Parent Partnership Service- www3.hants.gov.uk/parentpartnership
    - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

Who should I contact if I am considering whether my child should join the school?

- Please contact the school admin office to arrange a meeting with the Headteacher and/ or SENDCo.