

SEND School Information Report

Updated December 2025



At Emsworth Primary School, we believe that all pupils have the right to participate fully in education. Therefore, teaching should be adapted and adjustments made where needed to enable all children to receive a broad and balanced curriculum. Personalised provision, through targeted and specialist support, should also be implemented where needed. All children should feel supported, confident and happy in school and achieve the best possible outcomes.

We are a needs-led school and respond to need rather than diagnosis. We work in full-partnership with consultation for all parents and carers. We also work alongside external agencies to access expert advice and support.

Currently, approximately 10.3% of children are on the SEND register at Emsworth Primary School (December 2025).

This document specifies all the provision for our pupils with additional and special educational needs and disabilities and is in line with the SEND Code of Practice. It should be read alongside the school's SEND policy.

Who has responsibility for SEND at Emsworth Primary School?

SEND - Key people at Emsworth Primary School	
Class Teacher	Your child's class teacher has responsibility for the learning of all their pupils, including those with SEND. It is their responsibility to inform you if your child has SEND and if they are on the SEND register. The class teacher is responsible for writing SEND Individual Support Plans (ILPs). These are personalised plans that document the small, targeted areas that your child will be working on, with support. Your child's class teacher should be the first person that you approach if you should have concerns about your child's needs.
Learning Support Assistants	Learning Support Assistants work with all pupils, including those with additional and special educational needs. They may deliver interventions to small groups or on a 1:1 basis. Some Learning Support Assistants may provide additional support to individual pupils.
Inclusion Team	The inclusion team, including the ELSA, school councillor and Welfare Officer support children with SEMH and other needs.
SENDCO	Rosie Higson is the SEND coordinator. She has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. If you have any queries regarding SEND provision at Emsworth Primary School, please contact Mrs Higson via r.higson@emsworth.hants.sch.uk
School Governor	Alice Bray is the SEND Link Governor. She reports to the Governing Body regarding the SEND provision at Emsworth Primary School.

	The Governing Body is responsible for ensuring the school is carrying out its duty as stated in the SEND Code of Practice.
Headteacher	Rebecca Mitchell is the Headteacher. Alongside the SENDCO, she determines the strategic development of the <u>SEND</u> policy and provision in the school in order to raise the achievement of children with SEND.
The Local Authority	
Hampshire Local Authority	Emsworth Primary School is part of the authority of Hampshire Local Authority (LA). Hampshire LA publishes its Local Offer which details the information, support and services that Hampshire LA expects to be available in the local area for children and young people aged 0-25 with special educational needs or a disability (SEND). The Hampshire Local Offer can be found by following this link: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6

How do we consult with parents/carers of children with SEND?

At Emsworth Primary School, we believe that the parents/carers of children with SEND have a vital and unique knowledge about their children's needs and it is essential that we work in partnership to secure the best outcomes for your child. We will endeavour to:

- Contact you to share any initial concerns we may have.
- Invite you to parent's evening and other meetings to discuss your child's progress and to share your views.
- Inform you if we are monitoring your child for SEND or if we believe that they should be added to the SEND register (or if they have been taken off).
- Provide termly SEND Individual Learning Plans (ILPs) that detail short-term targets that your child is working towards and update you on progress.
- Signpost you to external agencies and organisations that might give you additional support.
- Provide sessions in school to provide further information about different SEND matters.

What should you do if you think your child might have SEND?

In the first instance, contact your child's class teacher. If you require more information, contact the SENDCO, Mrs Higson.

How do we identify children with SEND?

We aim to identify SEN as early as possible. To help with identification, we will refer to the following:

- Liaison with previous nursery/school
- Anecdotal evidence from staff or parents
- Progress measured against Early Years Foundation Stage Profile, pre-key stage standards, National Curriculum etc.)
- Standardised screening or assessment tools (such as NESSY screening tool, L'Explore screening etc.)

- Termly Pupil Progress meetings held between teachers, members of the senior leadership team and the SENDCO
- Liaison with external agencies, e.g. Educational Psychologist, CAHMS etc
- Health diagnosis through a paediatrician or doctor
- Other diagnosis (such as ASD, ADHD or Dyslexia)
- Hampshire criteria for SEN

This will all be done in consultation with parents/carers. Teachers have all had training to support the identification of SEND.

How do we deliver a SEND appropriate curriculum?

Through the following:

- Adaptive teaching and learning that seeks to enable all children to reach age-appropriate learning objectives.
- Providing relevant adaptations and scaffolds to support children's learning (e.g. writing frames, sentence starters, mind maps, concrete resources etc.).
- Adjusting the learning environment where needed. This might be, for example, through seating a pupil in a particular area of the classroom, providing ear defenders or enabling a pupil to have their own workstation.
- Providing additional adults to work with groups of children or, on occasion, individual children.
- Providing pre-teaching or post-teaching.
- Seeking specialist advice to help support children with SEND, when needed.
- In some cases, it may be necessary to modify the curriculum to suit the needs of particular children.
- Providing specialist interventions by trained LSAs.

How do we ensure accessibility for all children with SEND?

All our classrooms are on one level with easy access to all areas of the building. There is a toilet and wet room especially adapted for wheelchair users and people with limited mobility. We also provide, where needed:

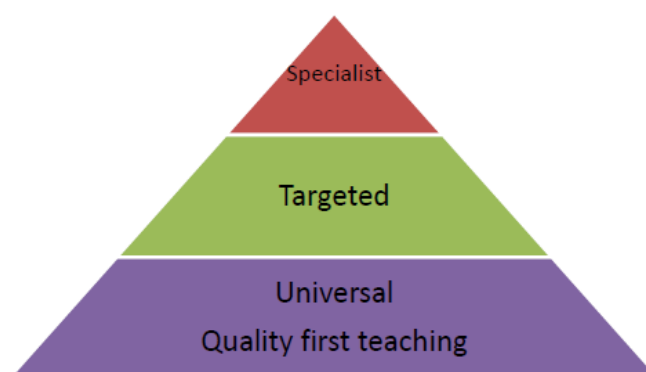
- Specialist furniture, such as chairs or tables.
- Writing slopes.
- Modified equipment, such as pens, pencils, scissors etc.
- All extra curriculum activities are accessible to children with SEND, including school trips.
- When needed, medication can be administered on site. Where necessary, a 'Health Care Plan' may be put in place.
- Risk assessments are used when deemed appropriate.

What does support for SEND actually look like at Emsworth Primary School?

At Emsworth Primary School, we use the 'Graduated Approach' to support our children with additional needs and SEND:

Graduated Steps		
Stage of Support	What does this support look like?	What happens if this support isn't successful?

Universal Support	All children receive: • High quality teaching and learning in class • Adaptations and scaffolds to meet all learning needs	Pupils and parents/carers are informed and consulted. Additional support will be provided. If, despite adjustments made under Universal Support, the pupil is not making the expected progress, they may receive Targeted Support.
Targeted Support Some pupils may require additional support alongside high-quality teaching in order to make good progress. Targeted support is additional, focused support for students who need more help meeting learning objectives.	• Children may receive a short intervention programme (this may be done as a small group, or individually) • Their progress will be measured through a baseline and exit assessment • Children and parents will be informed of the programme and the progress made <i>Your child may be added to the SEN register or monitoring list</i>	If, despite the additional support and intervention, the pupil continues to make little or no progress, Specialist Support may be sought. This may involve a referral to an external agency to receive specialist advice.
Specialist Support Some children with more complex and significant difficulties may require specialist support or services to support what the school/setting can offer. Many children and young people access specialist support within a mainstream setting.	• Children may be referred to external specialist provision • A request for an Education, Health and Care Plan may be requested	



The graduated approach

EHC Needs Assessment (EHCNA)

If, despite significant and ongoing support, expected progress is not made by a pupil, an EHC Needs Assessment may be requested. School will present the evidence that has been collected over time (using a graduated approach) to show that strategies and interventions carried out have not had the expected impact. Any reports and recommendations from outside agencies involved with the pupil will be submitted along with parental contributions and pupil voice information. During the process, the school will continue to support the child.

If an EHCP is approved by the local authority:

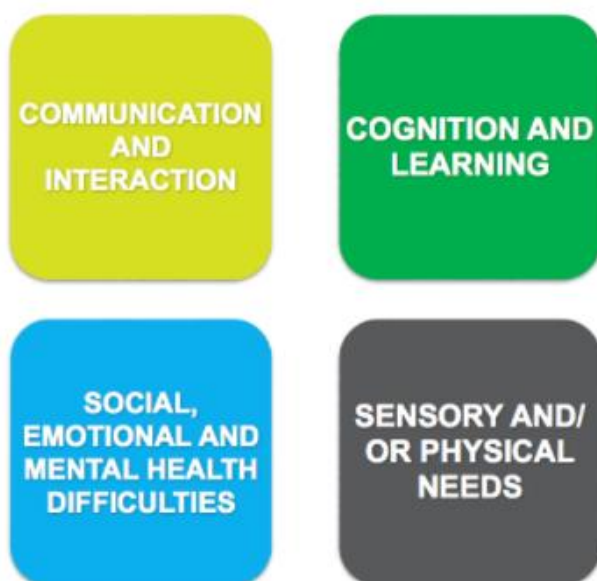
- Outcomes will be devised (in consultation with the parents/carers).
- Specific resources, budgets and interventions will be named by the local authority.
- The school will identify a number of short-term targets to help reach the longer-term outcomes.

Within a year of the Plan being issued, an Annual Review meeting will be organised. This will then occur annually, unless there is the need to bring this forward.

How do we measure what level of impact the specific support for children with SEND is having?

- Most children on the SEN register will have an ILP (Individual Learning Plan). This will have short term targets that will be regularly reviewed and updated (termly). These are shared with parents/carers at three different points of the academic year (mid-October, mid-February and mid-May).
- The impact of all interventions will be measured by an entry and exit assessment.
- If progress is not made, the SENDCO will seek more specialised support.
- Parents and carers will be kept informed about any interventions and their impact. You may be asked to assist in helping your child reach their targets through doing some additional practice at home.

What are the broad areas of need?



How do we support children's different needs at school?

Children with SEND will have different needs. The first way of supporting them is through quality first teaching in the classroom. This means that teachers ensure that their pupils' needs are met within the classroom through making reasonable adjustments. In addition to this, we may implement an intervention or provide a specific resource to help support some pupils.

How we support children with COMMUNICATION AND INTERACTION	
Speech and Language	Speech and Language interventions focus on specific targets set by a speech and language therapist. These will focus on communication and language development. They will usually be delivered by a LSA who has had additional speech and language training.
Social Stories	Social stories are a communication tool. The stories are short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why.
Visual Supports	Visual supports are used as a communication tool. These are things like a visual timetable or a <i>Now and Next</i> board. They help to provide structure and routine and to ease anxiety and frustration.
Social Communication groups	We have small group session using programmes such as Talkabout to address issues such self-esteem, assertiveness, body language, social skills etc.
Aided Language Boards	Where children are pre-verbal, they may have access to an Aided Language Board. This is where visual language (pictures) are displayed alongside verbal language (speech). This helps children use their visual strengths to support their use of language.

How we support children with their COGNITION AND LEARNING	
Precision Teaching	Precision Teaching is a 1:1 intervention that works to achieve high levels of fluency and accuracy in specific areas of reading, spelling or maths through over-learning. This is done daily on a 1:1 basis with an adult.
NESSY – reading and spelling	NESSY is an interactive computer programme that is used for pupils with dyslexia or dyslexic tendencies and will target specific areas of need in reading and spelling. Children do 4/5 NESSY sessions a week. This can usually be done independently.
Phonics interventions	All children in Year R, 1 and 2 have daily phonics lessons. If a child is not making sufficient progress in phonics or is found to have gaps in their phonics knowledge, they will take part in small catch-up sessions targeting specific sounds or phases of the phonics programme. Children in KS2 may also be assessed to see if they have any phonics gaps and will then also receive targeted support through small group or 1:1 phonics sessions.
Lexplore	Lexplore is a structured literacy programme designed to support reading development by identifying individual needs and providing tailored strategies to improve fluency, comprehension, and overall confidence in reading.

Educational Psychologists	If a child continues to make limited or no progress, we may make a referral to the educational psychology service. The EP will do an observation and assessment and then have a consultation with the parent/carer and representative from the school.
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How we support children with their social, emotional and mental health	
ELSA	An ELSA intervention is a short term, individualised programme designed to address the emotional needs of a pupil. Programmes are delivered by a trained ELSA (Emotional Literacy Support Assistant) and will usually take place over approximately six sessions.
Mental Health Support Team (MHST)	The MHST will work with children and their families to support those children suffering from mild to moderate mental health issues.
Primary Behaviour Service (PBS).	Sometimes we may do a referral to PBS. This would be used to access specialist support and advice where there are behaviour issues. PBS will initially observe the pupil in school, and then devise an action plan, providing recommendations. This is then reviewed regularly.
Zones of Regulation	This is a programme to support children to self-regulate during difficult situations. Strategies for regulating emotions are developed and children learn to identify difficult situations and how to react appropriately.
Counselling	A local charity (Verity's Wish) funds a part-time counsellor in school. She will provide counselling for identified pupils for a six-week period.
Inclusion Team	The inclusion team is a team of two staff who focus specifically on SEMH needs. They deliver interventions to individual and groups of children and support pupils in class.

How we support children with PHYSICAL and SENSORY needs	
Sensory Circuits	Children with sensory processing issues may be taken to do a sensory circuit. This involves doing an alerting, organising and calming activity to ensure the pupil is in the optimum position to be able to learn.
Fine Motor Skills groups	Some children will take part in a fine motor skills group. This may focus on strengthening grip, using scissors or cutlery, or handwriting, for example
Risk Assessments	Children with medical needs or disabilities will have risk assessments. These are done in consultation with parents/carers and are reviewed regularly.
School Nurse	The school nurse is often in school to screen the health of our pupils. We may also refer individual pupils to the school nurse to seek specialist support with issues such as toileting, sleep or diet.
Other	If directed by a physiotherapist or OT, children may have an individualised exercise programme that will be delivered by a member of staff.

How do we listen to the views of pupils with SEN?

- When referrals to external agencies are made, children are encouraged to provide their thoughts and opinions. This asks them to share what is going well and what areas they would like support in.
- All children take part in an annual pupil survey where they can share their opinions about school.
- Children who have Individual Learning Plans (ILPs) discuss their targets with an adult in their class.
- If your child has an EHCP or an Annual Review of their EHCP, then their views will be obtained before any meeting. Pupil voice is considered when staff do subject monitoring.

How do we manage transition into school and between year groups?

If your child is joining us in Reception or from another school:

- The school has an extensive and well-tested transition for children joining the school in Year R, including staff meeting with the child's current nursery provision; stay and play sessions, home visits and a staggered start in September.
- If your child also has SEND needs, your child's new teacher/SENDCO will arrange a time to discuss with you the best ways to support your child prior to them starting at school.
- If your child joins the school, at any time after Year R, your child's new teacher/SENDCO will endeavour to speak to your child's former teacher/SENDCO at their previous school to gather as much information about your child as possible prior to them starting at school.
- The new class teacher will monitor your child's transition. They may carry out some assessments or diagnostic work to identify additional ways to support your child.
- If your child has an EHCP, our SENDCO will arrange a meeting with you to develop an individualised transition plan.

If your child is already at Emsworth Primary School, when he or she moves up to the next year group:

- Your child's new teacher will meet with their previous teacher to pass on relevant information and resources that might have been helpful.
- A series of transition events will take place for all children across the school, including the children spending time in their new classrooms and with their new teacher.
- Additional scheduled check-ins and visits to the new classroom will be planned if needed for children with SEN to meet their new teacher.
- At the start of the year, your child may be invited to visit on an INSET day to help remove any anxiety.
- Some children will have additional transition resources, such as a social story.

If your child is moving to a secondary school or another primary setting:

- Your child's teacher/SENDCo will meet with the new school's SENDCo or a representative from the new school.
- Visits to the new school may be arranged, along with additional visits where appropriate.

- A representative from the new school may visit your child at Emsworth Primary school.
- Any relevant documentation will be sent to your child's new school.

Admissions for children with an EHCP

If you have named our school as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of your child's most recent EHCP which will outline your son/daughter's needs.
- The Local Authority will consult with the school to see if the school can meet your child's needs.
- You will be invited to meet with the SENDCO to discuss any concerns you may have, or to ask any questions. This will help you to determine whether you feel that this is the most appropriate school for your child.

How do we evaluate the effectiveness of the provision made for young children with SEN?

- A SEND Action plan is completed by the SENCO annually and reviewed at different points across the academic year.
- Regular monitoring of classroom practice is carried out by the senior leadership team; this includes provision for SEND.
- The delivery of interventions is regularly monitored by the SENDCo.
- The progress of all children is measured against Age Related Expectations (ARE).
- Progress is tracked through a number of different ways, such as termly tests using PIRA (reading) and PUMA (maths) test papers (from Rising Stars), SATs and Baseline Assessments in Year R.
- Children's ongoing progress is reviewed through termly pupil progress meetings. This is where class teachers, the SENDCo, phase leaders and members of the senior leadership team will identify where progress is not being made and what additional support can be put in place.
- We also request additional support and advice from a range of sources as and when required, for example, from Hampshire Local Authority.

If you have concerns about provision for your child with SEN

- In the first instance, please make an appointment to meet with your child's class teacher as this will be the person who knows your child best in school.
- If this does not resolve things, please contact the SENDCo. The SENDCo will make the Headteacher aware of any involvement at this stage.
- If you are still unhappy with the outcome, please refer to the school's complaints policy which can be found on the school website.