



Preston Candover CE Primary School

Love, Hope and Justice

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

SEND Information Report 2025-2026

Preston Candover Church of England Primary School is a Voluntary Controlled mainstream school. At Preston Candover CE Primary School, we are committed to ensuring all pupils have equal rights to access a rich and varied curriculum and to enjoy and achieve in all aspects of school life. We recognise that all children make progress at different rates and not always in a linear pattern. We are a fully inclusive school, and aim to ensure that all pupils achieve their potential. We focus on developing the whole child to include personal, social and emotional skills as well as academic achievement in all areas of the curriculum.

How does the school know if pupils need extra help with learning?

The 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' Department for Education (DfE) (2014) identifies four broad areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and/or physical needs.

If a child has Special Educational Needs and Disabilities (SEND), their need will be found in one or more of the above categories.

A school's provision for SEND is defined as support which is in *addition to* or *different from* that which is available to all pupils.

At Preston Candover, pupils are identified as having SEND through a variety of ways including the following:

- Liaison with pre-schools / previous schools
- Child performing below age expected expectations
- Concerns raised through regular monitoring of pupil progress
- Concerns raised by parent
- Concerns raised by teacher where behaviour or self-esteem is affecting performance
- Liaison with external agencies (e.g. Educational Psychologists, Medical Officer/ Pediatrician, Speech Therapist and Social Worker)
- Child's views
- Any other known emotional or environmental factors which may contribute to their needs

If a concern is raised about a barrier to a pupil's learning/progress, at Preston Candover we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments include Language Links for Speech Language and Communication, Salford and Peras for reading and comprehension, Vernons for Spelling and assessments for Maths. Results from any assessment will inform teachers planning for the pupil.
- Scrutiny and moderation of work samples
- Discussion between staff, including the Inclusion Leader/Special Needs Coordinator (SENCO) to draw on expertise from within the school
- Discussion over time with parents
- Discussion between a child and a familiar adult in school to gain the child's perspective including their social, mental and emotional needs
- Outside agencies will be consulted at the appropriate time.
- The Inclusion Leader/SENCO may also provide the family with advice about outside agencies who may offer further support to the family

If a pupil is identified as having SEND then their name will be added to the SEND Register and Class Provision Maps, however, we recognise that pupil's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age related expectations, so once they reach this threshold they may be removed from the school SEND register. They will continue to be monitored and if they fall behind again at any point, then they may be added to the register again.

What should I do if I think my child has special educational needs?

All staff at Preston Candover are committed to creating a welcoming atmosphere so that parents feel confident to approach their child's class teacher with any questions or concerns they have. Your first point of contact at school should always be your child's teacher. The class teacher will be able to discuss your concerns. This shared process between home and school will need time to evolve and allow periods of time to elapse so that progress may be evaluated. If you feel your child has special educational needs, then the role of the Inclusion Leader/SENCO is to support and guide parents at every step of their journey through primary education. The Inclusion Leader/SENCO at Preston Candover is Mrs Dominique Meier. If you need to speak to Mrs Meier, the Admin team will be able to arrange this for you.

How will school support my child?

We believe that all teachers are teachers of pupils with special educational needs. Class teachers are responsible for the progress of pupils in their lessons. They are trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the

curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. We adapt our teaching by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. As well as using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, social stories, etc.

The Inclusion Leader/SENCO is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs

The Inclusion Leader/SENCO is responsible for liaising with and reporting to, the Hampshire SEND Team led by the Principal Special Needs Officer. The Inclusion Leader/SENCO also works in consultation with Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors for SEND.

Some children require additional support to make progress across the curriculum because they are learning significantly below the expectations for their age. Then, the Inclusion Leader/SENCO is responsible for coordinating and managing interventions for an individual or small group of pupils, which might include one of these provisions, for example:

Additional adult support in the classroom: classes have Learning Support Assistants (LSAs) support depending on the needs of pupils in the class. The LSAs support the teacher in supporting the learning of whole class; the SENCO is able to co-ordinate a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that pupils are learning significantly below the expectations for their age.

Intervention sessions : when pupils come out of some lessons for pre-arranged sessions with teachers/ LSAs on, for example, reading support, fine and gross motor skills, numeracy, organisation skills, social skills, Speech and Language Therapy, Occupational Therapy, Physiotherapy, etc.

The class teacher will be responsible for planning for each child with SEND in their class to ensure that progress is made in all areas of the curriculum.

The effectiveness of the intervention is monitored and evaluated by tracking pupil progress against targets. If an approach is not having the desired impact, it is modified and/or further advice may be sought. We report this to parents, the Headteacher and Governors.

Working in partnership with parents/carers and home learning.

At Preston Candover, we value the importance of working in partnership with parents/carers. The home learning set by class teachers is an integral part of a pupils' learning and can contribute directly to how well a child makes progress. The school expects parents to engage with their child's home learning, so that children can see the high value their parents place on working as part of a home-school partnership. This provides essential support for pupils and teachers and means no opportunity is lost for supporting every pupil's learning.

Who will explain provision to me?

- Information about the provision in class can be discussed with the class teacher. There is an autumn and spring term opportunity for this through an appointment system at parents' evening and 1:1 consultation day. Teachers will however meet with parents/carers at any point in the school year to discuss pupils' progress through arranged appointments.
- In the case of highly individualised interventions, the Inclusion Leader/SENCO will liaise with parents/carers where appropriate, explaining the aims of the intervention. Phone-calls, meetings or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required. If an outside agency is involved, review meetings may be arranged and are attended by the outside professional, parents/carers, class staff and the Inclusion Leader/SENCO. Occasionally these may be multi-agency meetings to ensure a holistic and joined up approach to a child's provision.

How are the school governors involved and what are their responsibilities?

- The Inclusion Leader/SENCO reports to the governors regularly to inform them about the progress of children with SEND; these reports do not refer to individual children and confidentiality is maintained always.
- One of the governors is responsible for SEND and meets regularly with the Inclusion Leader/SENCO. This 'Inclusion link governor' also reports to the Full Governing Body, to keep all governors informed.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Class teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. In all curriculum areas, pupils are taught in mixed attainment groups. They may be grouped by levels of attainment for specific activities. All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's role to differentiate resources and activities to ensure the pupil can access the learning. The school makes reasonable adjustments both at a curriculum and environmental level to meet the range of special educational needs of the children. This can mean teachers plan:

- More practical activities
- Small group or 1-1 learning with a teacher/ LSA/volunteer
- Pre-teaching content or vocabulary
- Over-learning topics
- Alternative activities for home learning
- Specially targeted texts and resources appropriate for pupils' reading ages
- Additional and/ or specialised apparatus or materials
- Motivational, by providing appropriate and stimulating material
- Presenting work in small easily attainable steps to boost confidence and self-esteem

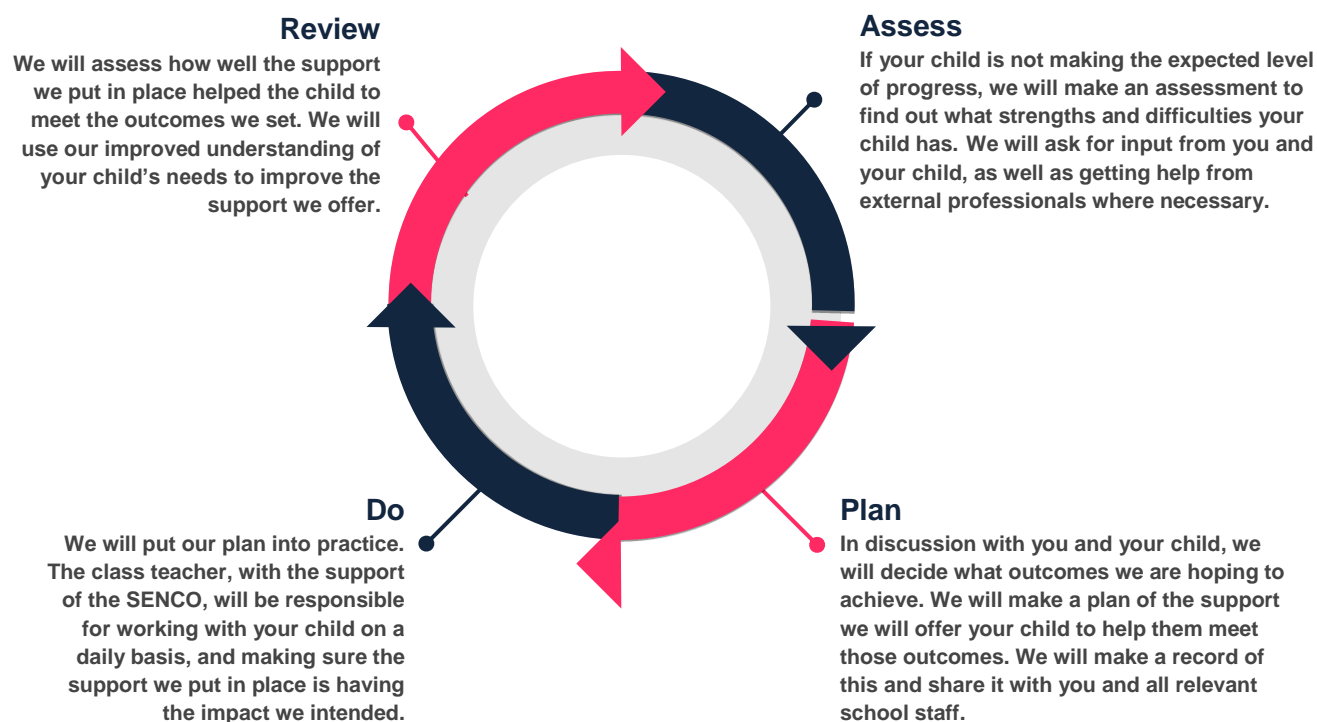
- Positivity by praising and encouraging success at every level
- Encouraging parental support e.g. through home- learning and home/school diaries
- Adapt and adjust resources and materials to make them accessible for pupils with specific learning difficulties

For children on the SEND register, individual SMART targets will be created in collaboration with the children and in some cases, external agencies i.e Educational Psychologists, Occupational therapist, Speech and Language Therapists, etc. These targets will be shared with parents through individual plans and will be included on the class provision maps, which are reviewed each term. Adaptations, interventions and differentiation all inform targets written for an individual pupil. When a child undertakes school-based internal or public examinations then access arrangements might be formally agreed upon.

At Preston Candover, we also consider closely the preferred learning style of every child and their pastoral needs. We put in place support for the child’s emotional wellbeing, as all pupils learn most effectively when they feel safe, trusted, listened to and valued. We continually strive to help all children see learning as an active process and that they need to be fully engaged in their own learning journey.

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?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress. We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made

progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Your child's progress is continually monitored by the class teacher. The Inclusion Leader/SENCO will also check that your child is making good progress. We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to communicate regularly. We have an open-door policy where parents/carers are welcome at any time to make an appointment to meet either the class teacher or the Inclusion Leader/SENCO, and discuss how their child is achieving. Parents/carers should contact class teachers, the Inclusion Leader/SENCO through the school office: admin@prestoncandover.hants.sch.uk or **01256 389278**.

Planned arrangements for communicating between school and home include:

- Class newsletters and Headteachers newsletters
- Website and email updates
- Home/School communication book for situations when more regular communication is required
- In addition to the normal reporting arrangements, class teachers and Inclusion Leader/SENCO might meet more regularly with parents to discuss the child's progress and needs. This partnership will develop over time and will mean that families feel enabled to support their child's learning outside of the school environment.
- Showcase/ celebrations of learning
- The school holds a parents' evening with appointments in the autumn and spring term, when the class teachers and the Inclusion Leader/SENCO are available to meet parents/carers and discuss progress and learning. In the summer term, there is a more informal Open Day where parents are invited with their child to tour the school. Many pupils and parents also take this opportunity to pop in and say hello to their next year's class teacher at this event.
- Each child receives an end of year report in July, which includes a progress check (current attainment) and class teacher and head teacher comments.
- If your child has an Education, Health and Care Plan (EHCP), then there are legal requirements for at least one formal meeting each year (the Annual Review) organised by the Inclusion Leader/SENCO and attended by parents/carers, teachers and outside agencies involved in the pupil's education.

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

Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Preston Candover includes:

- Data collection from all teachers, showing the current level of attainment of all the pupils they teach. The data is discussed by the Headteacher, teachers and the Inclusion Leader/SENCO formally at Pupil Progress meetings held for each class where staff can track the progress of children across the school year and intervene if pupils experience difficulties. This data is used by teachers to inform planning and set next steps for individual learning.
- In the case of intervention programmes, progress is reviewed every half term, which might include formal testing or screening. These programmes are reviewed by the teachers, Inclusion Leader/SENCO and LSAs, who use the information to plan and design the next half term's intervention programme.

- In-class additional support is reviewed at individual class level. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons.
- Teachers are observed by the Headteacher as part of the school Performance Management process. The deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- The Headteacher has overall responsibility for assessment and tracks the school's progress against national standards. Subject leaders also provide guidance for teachers when planning the curriculum and additional support for identified pupils.

What support will there be for my child's overall wellbeing? What is the pastoral, medical and social support available in the school?

At Preston Candover, all adults and pupils within our school community are responsible for the welfare of all our pupils. We foster an ethos developed through our school values of love, hope and justice, where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Teacher led Circle Times to discuss emotions, worries, feelings
- Pupils identified as having further needs will receive a bespoke approach which may include:
- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussion with the child
- Small group social interventions such as Nurture and Social Skills groups
- Peer support through buddy system.
- Children have access to peer mentors and play leaders and we are particularly proud of our peer collaboration within the school.
- The spiritual aspects of life are reflected throughout the day and embedded in the schools' values of love, hope and justice.
- Extra communication with Parents/ Carers through times of increased need for the child.
- Pastoral and emotional support from class staff and our school TALA. The areas of emotional difficulties that staff provide support for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation but is always 1:1 and individualised to a child's needs.
- All children have a zones of regulation toolkit and a positive/ worry book to support them in expressing their emotions.
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We have a 'zero tolerance' approach to bullying.

All staff are trained annually in safeguarding young people, (Keeping Children Safe in Education) this includes Child Protection, safe use of Internet/ICT and Health and Safety. All staff understands the need for confidentiality and the systems in place for reporting disclosures. All school trips are managed through County Risk Assessment procedures.

The school follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) check.

At Preston Candover, the Child Protection/Designated Safeguarding Leads are the Head teacher, Assistant Head teacher and Inclusion Leader/ SENCO. Personal Evacuation Plans are written for any child with complex needs in case of an emergency e.g. Fire.

If a pupil is unwell during the school day, the first-aid trained class teacher/LSA will assess them and will decide if the child is well enough to stay at school or not. If the child is too ill to stay at school, their parent/carer will be contacted and asked to collect them as soon as possible.

In a medical emergency, one of the trained first aiders will attend urgently or may call for an ambulance if the child requires hospitalisation. All appropriate staff are trained on administering Epi-Pens for anaphylactic shock and pupils who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

How does the school manage the administration of medicines?

Medicines for pupils are managed by the class staff in line with the School's Administration of Medicine's Policy.

If a child requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in to school by a parent/carer
- The parent/carer must sign a Medicine Consent Form (collected from, and returned to the teacher). The pupil's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept safely/securely in the classroom, medical room or in a fridge in the medical room.
- The pupil will be given their medicine by admin or class staff at the designated time
- Each time the medicine is administered, the time, date and dosage is recorded.
- Pupils with more complex medical needs such as diabetes have an individual Care Plan which is written in consultation with the child's parents, a medical representative, the Inclusion Leader/SENCO and all staff involved in the daily support of the pupil. Copies of the care plan are distributed to all involved and a copy is kept in the Office. The care plan is updated termly or more often if appropriate. Staff receive medical instruction from a qualified health professional as appropriate. This training is updated as necessary as the child moves up through the school.

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

At Preston Candover, we understand that all behaviour is communication and therefore the first thing that we would investigate would be what the child is communicating.

The school uses a positive behaviour management system, including a house point system, outlined in our Positive Relationships and Behaviour Policy, which can be found on the school website.

Each class has its own Code of Conduct written at the beginning of each school year by the children.

For pupils who need extra support with their behaviour, one or more of the following strategies may be used:

- Enhanced communication with home

- Individualised motivation system
- Extra responsibilities given to increase a child's self-esteem and sense of achievement
- 1:1 Pastoral/emotional support and/or Nurture/Social Skills group support
- TALA support

Once all in house school strategies have been put in place, if it was felt that the pupil required further support then a referral would be made, with parental consent, to the Primary Behaviour Service (PBS), Child and Adolescent Mental Health Service (CAMHS) or Hampshire and IOW Educational Psychologist.

At Preston Candover, attendance is monitored by the Head teacher and designated members of staff. School will help parents/carers manage their child's attendance if it falls below 95%, in line with the school, LA and DFE attendance policies and procedures. The school will support with signposting outside agencies who may offer further support if required.

How will my child be able to contribute their views?

The views of our pupils are highly valued at Preston Candover and their opinions are sought on many areas of school life, as well as their own learning. We value and celebrate each child being able to express their views. We strongly believe that children should have a voice. All children are aware of their next steps in learning and have regular opportunities to discuss and set targets with their class teacher. Children who have additional needs are set targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. We use a variety of methods for seeking pupil views:

- All pupils have daily opportunities for pupil voice within their classes through Circle times, discussions with peers and adults.
- Encouraging children to monitor and self-evaluate their own progress
- The school has an active student council, where pupils are elected each year to represent their class peers. The student council consults on whole school plans, leads on charity activities at school and can express pupils' views to the Headteacher throughout the school year.
- Regular pupil questionnaires/interviews by subject leaders actively seek the viewpoints of children on a range of topics. The results of this questionnaire are used by staff to contribute to the whole school improvement plan.
- If your child has an EHCP, their views will be sought before any review meetings.

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

The Inclusion Leader/SENCO is a qualified teacher and holds the Nationally Accredited SENCO Award. She liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), pediatricians, speech & language therapists, occupational therapists and physiotherapists

- Social services – locality teams, social workers, child protection teams and family intervention programmes
- Hampshire Educational Psychology Service provide support to staff/pupils and to the Inclusion Leader through SENCO Circles
- Specialist outreach support from local special schools
- The Primary Behaviour Service
- Young Carers
- Hampshire Inspectorate and Advisory Service: Specialist Teacher Advisors – hearing impairment, physical disabilities, communication and language, SEND team, ICT.

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

SEND training is an on-going rolling programme of professional development throughout the school year for all our staff. This is led by the profile of needs for the current pupils with SEND at the school. It can change over time and the training for staff reflects this.

- LSAs have training in planning, delivering and assessing intervention programmes. Some individual LSAs have specialist training in Speech and Language Therapy
- All staff are trained each year on the needs of new pupils joining their class– this can include training from specialist agencies or consultants e.g. advice/support from the Educational Psychologist, as well as from the Inclusion Leader/SENCO or other staff with relevant expertise.
- The school works closely with other local schools in the 7AS partnership, our pre-school and receiving secondary school, sharing training opportunities and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- The Inclusion Leader/SENCO attends SENCO Circles (run by Hampshire Educational Psychology Service) and Hampshire SEN update meetings and annual conference, to ensure the school stays abreast of all national and local authority SEND changes.
- The Inclusion Leader/SENCO meets regularly with teachers, LSAs, and the Head teacher, reviews and plans the training, guides and advises the staff across the school ensuring they meet the additional learning requirements of pupils. All staff are fully aware of their responsibilities towards pupils with SEND and the school ensures that training is kept up to date. To meet the needs of all pupils, teachers differentiate work and a positive and sensitive attitude is shown.

How will my child be included in activities outside the classroom including school trips?

All pupils are entitled to be included in all parts of the school curriculum and at Preston Candover we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities will be provided in school.

How accessible is the school environment?

- Preston Candover CE Primary School is a single site school built on one level. Our school site has a small number of levels and steps. The school is accessible to children with physical disabilities as our site can be made wheelchair accessible with ramps in specified areas
- We ensure that equipment used is accessible to all children regardless of their needs.
- A fully equipped accessible WC is available.
- Where possible the school will adapt the environment to meet any specific needs of a child.
- We liaise with HEMTAS (Hampshire Ethnic Minority and Traveller Achievement Service) who assist us in supporting families with English as an additional language or with a Traveller background.

How will the school prepare and support my child when joining the school and transferring to a new school?

Our goal is to ensure all pupils feel that they are an important part of Preston Candover CE Primary School family, as learning is most effective when children feel they belong and are comfortable in their school environment. Equally successful transitions are important and we encourage visits from prospective parents and pupils. We carefully plan and structure transitions according to the child's individual needs, including liaison with previous and future schools to make sure that transfer is as smooth as possible.

Preschool to Early Years Foundation Stage (Year R)

- In the summer term EYS liaise with and visit our main feeder pre-schools to meet pupils transferring to Preston Candover. If a pupil has SEND a transition meeting is called by the preschool where parents are invited to attend and information is shared with the receiving class teacher and Inclusion Leader/SENCO.
- Parents/carers are invited to an induction meeting in the summer term, to learn about the early year's curriculum and routine, to meet key members of staff and to receive information about the general organisation of the school.
- All pupils are invited to prearranged school visits in the summer term to their new classrooms to be with their peers' and new class staff.
- Parents and pupils receive a booklet before the summer break with photographs and information about their key adults and class information.

Key Stage 2-3 (year 6 to year 7)

- All year 6 pupils are invited to attend a "Taster Day" in the summer term at our designated feeder Secondary school.
- The Year 6 teachers, LSAs and Inclusion Leader/SENCO work closely with the secondary school to organise activities, visits and experience of secondary life for those pupils who are especially vulnerable at transition. Careful transition is planned and arranged.
- All pupils in year 6 who have accepted a place at Perins for year 7 are invited to intake days in the summer term before transition. This provides a taste of secondary school life, involves experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.

- Parents/carers are invited to an 'Intake Evening' to learn about the secondary school and to meet key members of the pastoral team and to receive information about the organisation of the school.
- The Inclusion Leader/SENCO visits feeder primary schools to meet students, gather information from year 6 teachers and support staff.
- Preston Candover staff provide your child's secondary school with information about all their needs, strengths and background before the end of Year 6.
- Every SEND pupil's school file is passed on to the Inclusion Leader/SENCO at the receiving secondary school by the start of Year 7.
- We write Transition Partnership Agreements for pupils with complex needs on leaving our school.

Joining mid-year

- A 'buddy' is chosen to support the new pupil for the first few days of attending Preston Candover. The buddy will sit with the new pupil in class, introduces them to other pupils and answer any questions they may have.
- Contact is made with the previous school to ensure the transfer of information and the child's school file.
- A detailed case study is compiled and is updated as the pupil moves through the school.

Moving to another school

Contact is always made with the new school to ensure the transfer of information and the child's school file. Where possible a transition meeting will be held. When the time comes for your child to move on we will liaise with the receiving school and follow their transition process. We will enhance this with social stories and extra visits if necessary.

What support is in place for looked-after and previously looked-after children with SEN?

Mrs Meier, our SENCO and designated teacher for looked-after children and previously looked-after children, will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

How are the school's resources allocated and matched to children's needs?

We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. Once needs have been assessed, resources are allocated and then this level of provision is regularly reviewed to ensure that support continues to be closely tailored to the child's needs at their current level of development as their needs change and evolve.

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

Provision is arranged to meet our pupils' needs, within the resources available. This approach reflects the fact that different children require different levels of support to achieve age related expectations. The Headteacher consults with the Inclusion Leader/SENCO, class teachers, support staff, and where possible, the child themselves, to discuss their needs and what support would be appropriate. There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning.

How do we know if it has had an impact?

- We will see evidence that the child is making progress academically against national/age related expectations and that the gap is narrowing – they are catching up to their peers or achieved age related expectations.
- The pupil achieves or exceeds their expected rate of progress
- Verbal feedback from the teacher, parent and pupil
- Formal or informal observations of the child at school
- Interventions are regularly reviewed and monitored to ensure best fit for every child. If an intervention is deemed unsuccessful then an alternative will be put in place.
- Pupils may move off the SEND register when they have 'caught up' or made sufficient progress.

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

There are many ways for Parents/Carers to become involved in life at Preston Candover CE Primary School, this includes:

- Becoming a member of our thriving parents' association. They may be contacted by email at through the school office at admin@prestoncandover.hants.sch.uk
- Attending events in school such as parent curriculum meetings e.g. phonics.
- Becoming one of our extremely valued Volunteers (subject to DBS check). Please contact the school office to become a volunteer.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Who can I contact for further information?

A parent/carer's first point of contact should be the child's class teacher to share information and/or concerns.

Parents/carers can also arrange to meet the Inclusion Leader/SENCO.

Further information may be found at:

- Support4Send (formerly Parent Partnership) offering independent free advice for parents of children with SEND: enquiries.support4send@hants.gov.uk
- Our school SEND policy located on school website at: <http://www.prestoncandover.hants.sch.uk>
- County SEN Team: <http://www3.hants.gov.uk/sen-home>
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://hantsda.org.uk/>
- Parent Voice: <http://www3.hants.gov.uk/parentvoice>
- Hampshire Gateway Card, giving children and young people with SEND opportunities in the local area: <http://www3.hants.gov.uk/gatewaycard>
- Hampshire Inspectorate and Advisory Service Communication and Language team: <http://www3.hants.gov.uk/childrens-services/specialneeds/teacher-advisers/communication-and-language.htm>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school staff: <http://www3.hants.gov.uk/servicesforschools/education-psychology.htm>
- Speech and Language Therapy service: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Hampshire Ethnic Minority and Travellers Advisory Service: <http://www3.hants.gov.uk/education/emtas.htm>
- School nurse team: <http://www.hampshirehospitals.nhs.uk/schoolnursing>
- Winchester Young Carers: <http://wycp.org.uk/>
- Friends of the Family, offering voluntary support for families who need help: <http://www.friendsofthefamilywinchester.org.uk/>
- Police Community Support Officers: <http://www.wdsp.co.uk/communitysafety/anti-social-behaviour/community-safety-patrolling-officers/police-community-support-officers/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf Association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- CAMHS, Child and Adolescent Mental Health Service: <http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/childmentalhealth/ehcypf/ehcypf-camhs.htm>
- Paediatricians: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and->

[specialities/c/child-health-services-\(paediatrics\)/royal-hampshire-county-hospital-child-health-services.aspx](https://www.hants.gov.uk/specialities/c/child-health-services-(paediatrics)/royal-hampshire-county-hospital-child-health-services.aspx)

- Occupational Therapists: <http://www3.hants.gov.uk/adult-services/aboutas/structure/ot/ot-direct.htm>
- Physiotherapists: <http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/o/occupational-therapy/winchester-and-eastleigh-therapy-services.aspx>

Where is the Local Authorities Local Offer published?

Every Local Authority publishes information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND); and, services outside of the area which they expect children and young people from their area will use. This will be known as the 'Local Offer'. The information in this report forms a part of Hampshire's local offer. More information about this can be found at [SEND Local Offer | Hampshire CTSH](#)

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

Please contact the school admin office to arrange to meet the Headteacher:

Email: admin@prestoncandover.hants.sch.uk or phone **01256 389278**

The information in this School SEND Information Report was put together following consultation with parent/carers, children, staff and Governors of Preston Candover Church of England Primary School.

Report reviewed and approved September 2025 by:

Dominique Meier	Inclusion Leader
Simrit Otway	Headteacher
	SEN Governor

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages