



SEND Information Report

LA & School Policy

Date of Policy:	September 2025
Date of Next Review:	September 2026
Review Cycle:	Annual
Signature (Chair of Governors):	Lisa Charlton
Date Ratified by Governing Body:	

Mill Rythe Junior School is a mainstream school where we strive to support all children to achieve. We are an inclusive school; we welcome and celebrate diversity. We currently support children with a range of additional needs including hearing impairments, physical needs, visual needs, children with social communication needs or have a diagnosis of Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), children with social, emotional and mental health needs, children with speech and language needs, those who have experienced trauma and have attachment needs and children who have dyslexic and dyspraxic learning profiles. We have an open-door policy where parents and carers are welcome to make an appointment to meet either the class teacher or the Assistant Headteacher for Inclusion, who is our Special Educational Needs Co-ordinator (SENCO), to discuss children's progress.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEND and assessing their needs

Our school

- carefully monitor the progress of all children on a day to day basis and by using a number of summative assessments throughout the year (reading and spelling ages, Maths, writing and reading assessments).
- conduct further testing when a particular need is identified through assessments and observations to get a clearer picture of a child and their special educational needs (for example DST-J, LASS, BPVS III, Boxall profile, Sandwell numeracy).
- regularly communicate with parents and take parent's views into account when determining whether or not a child needs extra help in school.
- liaise with both infant schools on Hayling Island and any other feeder schools to ensure that we are aware of all additional needs before a child starts at our school.
- teachers will liaise with the SENCo when they feel extra support is needed.
- seek and respond to advice from outside agencies when a specialist's knowledge is required.
- SENCo uses Hampshire guidance and criteria to decide if children need to be placed onto the school's Special Educational Needs register.

Consulting and involving pupils and parents

There will be an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty.
- we take into account the parents' concerns.
- everyone understands the agreed outcomes sought for the child.
- everyone is clear on what the next steps are.

Notes of these early discussions will be added to the SEND profile and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support by sharing the SEND profile with them.

What a parent should do if they feel their child has a special educational need:

- We encourage parents to speak to their child's class teacher and/or the SENCo to raise any concerns.
- These discussions can take place during routine meetings (e.g. parents' evenings, SEND meetings and Education, Health and Care Plan annual reviews) or they can make an appointment to meet with their child's class teacher or the SENCo at any time via the school office.

- A good working relationship and regular communication between teacher and parent means we can personalise learning to meet a child's needs.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's formal assessments, observations and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments and observations, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly (at least termly) and outcomes and targets shared with all staff and parents.

For other needs (such as social or emotional) we will use other monitoring methods such as observations and tally charts to track a child's progress. Where a child accesses Thrive, they will have regular Thrive assessments tracking their progress. Should a child be identified as benefiting from ELSA (Emotional Literacy Support Assistant), pre and post assessment will be undertaken to monitor progress.

In some cases, progress is monitored and/or tested by outside agencies (e.g. tests conducted by Speech and Language Therapists). These assessments will be shared with all staff and parents.

Education, Health and Care Plan targets will be reviewed at annual review meetings and a discussion will be held between those involved as to the best way to continue to support the child.

Supporting pupils moving between phases and preparing for adulthood

- We have close links to The Hayling College and both Infant schools on the island to enable a smooth transition either to our school or from our school. All information will be shared as part of this process. We also work closely with other schools in the Havant area.
- Extra visits for the children who would benefit from this will be arranged. These may be on a one to one basis or a small group basis.
- Teachers and other school staff may visit a child in their previous setting to get to know them and observe the interventions and adaptations in place.
- Discussions between the teachers and SENCos leading up to transition enables a smooth transition where children are supported and staff are made aware of how to meet the specific needs of all children with Special Educational Needs and Disabilities.
- For some children, who need a more detailed transition, a Transition Partnership Agreement (TPA) may be written and a meeting between the relevant schools, parents and any outside agencies will take place. The aim of the meeting will be to develop a personal transition plan to ensure the child is supported in the transition from one school to another.

Our approach to teaching pupils with SEND

- **Teachers:** Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality inclusive teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils using the graduated approach and supported by the SENCO. Our teachers use a group led approach to ensure that all lessons are adapted to meet the needs of a child. This means that every group and child will work with and be taught by both the class teacher and the teaching assistant across a series of lessons.

- **Teaching Assistants:** Some pupils will work with a teaching assistant either on a one to one basis or in a small group on a specific intervention. This may be outside the classroom.
- **Nominated adult:** Some pupils have a nominated adult to support them in lessons for a set amount of time across the week. These pupils will normally have an Education, Health and Care Plan. This means that they will have additional support in some lessons however they are still taught by the class teacher. All children receiving 1:1 support from a teaching assistant should spend some time working independently in every lesson because this is an important skill to develop. Some children work with a 1:1 teaching assistant outside of the classroom in their own work area under the guidance of the class teacher, SENCo and outside agencies. This provision will be specified in a child's Education, Health and Care Plan and is put in place when a child is unable to manage with the demands of a normal classroom situation. A plan for reintegration back into the classroom will be put into place and carefully managed and monitored by the SENCo. Parents will also be involved with this provision and updated regularly.

Other support available may be in the form of:

- * Intervention programmes (reading, writing or maths) – Regular one to one and group programmes
- * Daily reading with an adult
- * Social skills
- * Emotional Literacy Support Assistant (ELSA) support
- * TALA (Therapeutic Active Listening Assistant) support
- * THRIVE sessions
- * Speech and language support
- * Transition group
- * Handwriting
- * Motor skills (fine and gross)
- * Morning mastery

Adaptations to the curriculum and learning environment

The curriculum may be adjusted in the following ways to meet children's individual needs.

- * Setting adapted learning objectives or an individual learning curriculum
- * Using visual aids and practical resources selected at an appropriate level
- * Use of alternative means of recording ideas such as a laptop
- * Specialist equipment purchased as and when needed
- * Individual learning targets (on SEND profiles)
- * Support on a one to one or small group basis from the teacher or TA
- * Seeking advice from specialist as and when needed
- * Pre-learning and over-learning of key vocabulary and concepts

Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- * Hampshire Educational Psychologist Service
- * NHS Speech and language therapists
- * Hampshire specialist advisory teachers for Visual Impairment (VI), Physical Disabilities (PD) and Hearing Impairment (HI)
- * Primary Behaviour Support team
- * Child and Adolescent Mental Health Services (CAMHS)
- * Occupational Therapists
- * Advice from schools with specialist provision (e.g. Riverside, The Waterloo School)
- * Hampshire SEN services
- * Communication and Interaction team (CAIT)

Expertise and training of staff

- All Teachers and Teaching Assistants are given both in house and external training in Special Educational Needs (SEN) programmes and ways to support children with SEND. This includes training from educational psychologists, SEND experts and training in how to run specific SEND programmes.

- Teachers and teaching assistants are supported by the SENCo in meeting the needs of children with SEND.
- Outside agency advice and training is drawn upon where the school does not have the relevant knowledge to support a child with SEND.
- Future training is decided based on the current needs of children on roll. Specific training is put in place where there is a clear need.
- The SENCo and Inclusion Leader, Venessa Mott, has the National SENCo Award.

Securing equipment and facilities

In cases where specific equipment or facilities are required, the school will use the SEND budget to purchase any additional resources required. Funding from EHCP may be used to purchase equipment needed. School may also liaise with the local authority if additional funding is needed.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil conferencing
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We believe that all children should be able to access extra-curricular activities as these experiences are often the ones we remember the most from our time at school. To this end we ensure that all children access school trips, sports events, music lessons, lunchtime and access to any other clubs available. We do this by liaising with parents to ensure we are catering for a child's specific needs.

Support for improving emotional and social development

- At Mill Rythe Junior School we want all our children to feel happy and safe in school. To this end teachers and staff monitor children's wellbeing and put support in place to cater for their emotional, social and communication needs.
- We have a staged approach to supporting children's social and emotional needs whereby our pastoral team will look at needs and identify the most suitable support. This support is reviewed regularly and adjusted if needed.
- When extra support is required, we currently have one trained Emotional Literacy Support Assistant (ELSAs) who offers support on both a short term and long-term basis depending on the level of support a child needs.
- We also have two TALA practitioners (Therapeutic Active Listening Assistant) who offer support for children both on short term and on a long term basis based on their social and emotional needs.
- We have a home-school link worker who is available every morning to listen to parent's concerns and pass on messages to the teachers as well as working closely to support families in more challenging times.
- We have a large and caring first aid team.
- Teaching assistants have had training in speech and language and understand ways to support children in class.
- We put behaviour plans and Thrive sessions in place to help those children who need this extra support.
- All children are taught ways to manage their emotions and solve social disputes using trick box, a whole school approach to emotional management and personal development.

Working with other agencies

The school actively encourages partnership with other services such as Educational Psychology, Speech and Language Therapy, Communication and Interaction Team, Primary Behaviour Support Team,

Occupational Therapy, Physiotherapy, the Specialist Teaching and Advisory Service, the Bi-Lingual Support Service, Child and Adolescent Mental Health service, Educational Welfare and Social Services and also the Mental Health Support Team. Where possible, the school will aim to strengthen this support through encouraging an integrated approach.

When appropriate, support from these services will be sought, following consultation with the parents and the child, by the SENCo. The SENCo will always carry out the initial liaison. The resulting programmes will be implemented by the relevant teaching assistant, who may also take part in further liaison if appropriate.

Complaints about SEND provision

The school will aim to communicate regularly and openly with parents and carers, wherever possible taking their views into account. However, if after discussions with their child's class teacher, parents or carers still feel dissatisfied with the provision the school is making to meet their child's special educational need they should:

- Contact the school office to make an appointment to discuss the problem with the SENCO.
- If still not satisfied, the parents or carers should follow the school's official complaints procedure (available from the school office or on the website).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEND

Parents will be informed about support services available to them by the school when their child is first identified as having SEND. They will be informed about the following services:

- **Hampshire SENDIASS** is an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) <https://www.hampshiresendiass.co.uk/parents-carers>
- **Hampshire Parent Carer Network (HPCN)** offers parent carers of children and young people aged 0-25 with an additional need (diagnosed or not) or disability the opportunity to tell the Local Authority, Health and other services, what life is really like. <http://www.hpcn.org.uk/>

Contact details for raising concerns

For any concerns regarding SEND support parents should contact the SENCo in the first instance by arranging an appointment through the school office, or via the inclusion email address; inclusion@millrythe-jun.hants.sch.uk.

The local authority local offer

Our local authority's local offer is published here: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Monitoring arrangements

This information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions