



SEND Information Report 2025 - 2026

Lockerley Primary School is a mainstream school in Hampshire, led by Mrs Katy Kwiatek.

The SEND (Special Educational Needs and Disabilities) provision is overseen by the SENDCo (Special Educational Needs and Disabilities Co-ordinator), Mrs Alexandra Clark, who is also the Assistant Head Teacher.

1. Kinds of special educational needs and disabilities (SEND) at school

At Lockerley, all children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with high aspirations for progress and achievement.

The SENDCo is responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with SEND. She liaises with staff to monitor the pupil's progress and oversees further interventions (put in place by class teacher) where progress is slower than expected. The SENDCo has regular contact with a wide range of external agencies that are able to give more specialised advice if and when needed.

If you have any concerns regarding SEND matters then Mrs Clark will make herself available to discuss your concerns.

2. Information on identifying and assessing children with special educational needs and disabilities (SEND)

At Lockerley, we follow current legislative policies regarding special educational needs and our own school policy, which is agreed by our governing body. We believe in early identification to inform us of any learning difficulties.

In Skippers and Admirals classes, we assess and monitor children's progress against the Early Years Foundation Stage Profile and the Key Stage 1 National Curriculum. The Dyslexia Early Screening Test (DEST) is administered for pupils identified as at potential risk for literacy difficulties in their Reception year. The Hampshire SIDNEY programme (Specific Intervention for Dyslexia Notably in the Early Years) is used early in Year One, to address the individual needs of the pupils whose DEST results indicate a need for further intervention.

In Swallowtails and Emperors classes, we assess and monitor children's progress against the Key Stage 2 National Curriculum. DEST screenings are completed for identified children, and reading and spelling ages are assessed termly for all children on the SEND register.

Additional interventions can be initiated by concern from the teachers, parents or others, underpinned by evidence about a child who makes little or no progress, despite receiving differentiated learning opportunities:

- shows signs of difficulty in developing literacy or mathematics skills
- presents persistent social, emotional and mental health difficulties, which are not improved by the positive behaviour approaches employed across the school
- has sensory or physical needs, despite the provision of specialist equipment and support
- has communication and/or interaction difficulties

At Lockerley, we strongly believe in working in close partnership with parents/carers and their children. Parents have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to share any concerns they have about their child's development and progress.

3. Information on provision

a) How we evaluate the effectiveness of provision

The SENDCo, in partnership with the Head Teacher and Governing Body, have the following key responsibilities:-

- overseeing the day-to-day operation of the school's SEND Policy
- co-ordinating provision for children with SEND by liaising with, and advising, fellow teachers
- managing Learning Support Assistants (LSAs) in the teaching of pupils with SEND
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies, including the support of the LA and Educational Psychology Services, Health and Social Services and voluntary bodies
- ensuring the smooth transition of pupils with additional educational needs to their new class/school or learning environment
- ensuring all relevant records are transferred to the next teacher/SENDCo
- monitoring and reviewing progress of pupils with additional educational needs
- monitoring and reviewing intervention programs for effectiveness
- keeping up to date with current SEND training and Government initiatives.

b) Assessing and reviewing progress

Identified pupils will have an Individual Support Plan (ISP), which targets the particular area where they require 'additional to or different from' support. The pupil and parent will have full involvement in the setting and reviewing of the ISP targets. The ISP targets will be worked towards, and reviewed regularly, with the pupil, teacher, LSA and parent. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the class teacher/SENDCo. ISP review meetings are held once a term and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional needs receive support in one or more of the following ways:-

- LSA support
- ELSA (Emotional Literacy) support
- Differentiated work, modified timetable and environment
- A specific intervention program (e.g. SIDNEY, Switch On)
- Ideas for home support activities

c) Schools approach to teaching

To ensure that every child with special educational needs receives the correct amount and type of support, the following intervention systems are in place:

Early Intervention (EI)

At this stage, the teacher has identified a low-level need in a specific area (e.g. literacy). Sometimes we would describe a child at this stage as needing a 'boost', which may be as simple as additional reading in school and at home. The child will receive support and monitoring within normal classroom activities and will not need individual targets. Children at the EI stage are supported in class groups by the Teacher or LSA, and additional helping adults.

If your child needs extra support at school this will be discussed with you. The teacher will discuss your child's needs, tell you what is being done in school, and will offer suggestions as to how you can help at home.

The aim of Early Intervention is to remove the gap in attainment between your child and their peers. Most children make rapid and sustained progress, however, there will be instances where a child does not make the expected progress, or the area of need becomes greater. If this is the case the teacher will discuss the next step with the SENDCo and decide the level of extra support that may be needed.

Special Educational Needs Support

Children who are experiencing significant and ongoing difficulties with one or more areas of their learning may need Special Needs support. If this is the case, your child will have an Individual Support Plan (ISP) drawn up for them by the Class Teacher, in consultation with the SENDCo and LSA, which will consist of several small targets to work towards.

You and your child will be involved in the writing of the ISP. You will be invited to come and discuss your child's ISP and progress at each parent/carer consultation held each term. Your opinions are most welcome and will always be taken into account. You will be given a copy of the ISP to keep at home and refer to. You will already be aware of your child's difficulties, and there may come a point where they will require specialist support and advice to meet their needs, either in the short or long term.

A child who is still not making expected progress, despite an ISP and extra support, will require specialist support from an external agency (for example an Educational Psychologist). At this stage, you will be asked to come and discuss the right type of specialist support that your child requires. Many children who really struggle with their education or behaviour benefit highly from the expert advice and support given by various specialists.

Formal Assessment: Education, Health and Care Plans (EHCP)

In a few circumstances, a child's needs may be complex and ongoing and they may require the assistance and guidance of the Local Authority to assess their needs more formally. This will involve the expertise and reports from outside agencies and professionals. Parental involvement at this stage is very important and full guidance will be given from the SENDCo at every stage of this procedure.

In some cases a child's needs require a greater level of support and the school can apply for additional funding through the Local Authority. Children who have a high level of complex special educational needs may qualify for an EHCP. The decision whether or not to award an EHCP will be taken by the Local Authority based on the evidence submitted.

EHCPs are reviewed at least annually by school staff, parents and outside agency staff, during which new targets are set if the plan is to be maintained. During this meeting the child's placement is reviewed to ensure the school can continue to meet their needs. If it is agreed that this is not the case, an additional educational setting may be recommended, such as a resourced provision or a special school.

d) How the school adapts the curriculum and learning environment

Wave 1: Quality First Teaching

Quality First Teaching refers to the teaching that will be delivered to all children during the normal school timetable. This will involve:

- Strategies to overcome barriers for learning, e.g. the use of visual timetables.
- Differentiation to challenge all children.
- The use of resources appropriate for the age and stage of child.
- A range of teaching and learning styles, including multisensory approaches.
- Flexible grouping for subject areas – according to task, ability or intended outcome.
- Ongoing monitoring evaluation of the impact of teaching on learning.
- Formative assessment informs planning for next steps in learning.
- Appropriate deployment of LSAs with opportunities for planning and preparation.

- Pupil involvement in self-assessment, target setting and reviewing learning.
- Promoting independent learning.
- Dialogue between teachers and LSAs to ensure the needs of all pupils are met.
- Opportunities to consolidate learning across the curriculum.

Wave 2 – Small focused group teaching

Children who need additional help or opportunities to consolidate learning receive Wave 2 [small focused group teaching] according to their needs. This is delivered by either the Teacher or LSA and is often used for children in need of Early Intervention.

This may be:

- Additional reading and/or writing sessions.
- Additional phonics using Letters and Sounds or Phonics Play
- Key word recognition using 1,2,3 High Frequency Words or My Turn Your Turn
- Additional mathematics, e.g. Snap-On, Overcoming Barriers or First Class Number
- Speech, Language and Communication teaching sessions
- Sessions to support emotional or behavioural needs e.g. ELSA

Wave 3 – Specific targeted intervention

Wave 3 interventions are used for pupils identified as requiring SEND support and are targeted according to the needs of the individual child. Wave 3 interventions are individual 1:1 programmes and may include:

- Programmes to develop phonological awareness
- Precision teaching to develop letter sound and high frequency word recognition.
- Paired Reading
- Mathematics support and overlearning
- Multi-Sensory Learning
- ELSA sessions
- Individual work stations and personalised visual timetables
- Liaison with external agencies e.g. Educational Psychology Service, Primary Behaviour Support, Occupational Therapist
- Outreach support
- Multi agency support for the family

e) Activities available for pupils with SEND

We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a range of school clubs, for example dance, football, multi-skills, orchestra, choir and foreign languages. All staff, including external providers, are briefed about the specific needs of individual children to support their full participation.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their teacher.

f) Support that is available for improving the emotional and social development of pupils with SEND

Lockerley employs an Emotional Literacy Support Assistant [ELSA] and three LSAs to ensure each child has a high level of pastoral, social and (where appropriate) medical support.

There are clear policies about administering medicines and providing personal care to children and school staff are trained to do this. Lockerley has a robust Child Protection Policy. Our Head Teacher is our Designated Safeguarding Lead, and our Assistant Head Teacher is our Deputy Designated Safeguarding Lead.

4. Information about expertise and training of staff

Lockerley believes in planning strategically, and prior to admission, transition meetings are held for identified children. These transition meetings may include meeting to review and/or write a Transition Partnership Agreement (TPA). The school liaises with parents and local pre-schools to determine the provision needed for each child and any training requirements for staff.

What training have the staff supporting SEND had or what training are they having?

Our SENDCo has completed the National Accreditation for Special Education Needs Co-ordinators.

All staff at Lockerley have annual child protection training, and receive termly SEN specific CPD training. The SENDCo attends briefing sessions and training events organised by Hampshire County Council and the ELSA attends supervision and training sessions organised by the Educational Psychology service. The school has access to training by the Educational Psychology service through an annual service level agreement.

5. Information about how equipment and facilities support children with SEN or Disability

Lockerley Primary School is wheelchair accessible. The school site provides accessible parking, and disabled changing and toilet facilities are available.

6. Arrangements made by governing body in treatment of complaints

We have a proactive approach to solving complaints and parents are always welcome to share their concerns with their class teacher and members of the Senior Leadership Team.

We also have a formal complaints policy, which can be accessed on our websites or in hard copy from the school office.

7. How the Governing Body supports the school in delivering SEND provision

The Lockerley Primary School Governing Body is committed to working with a range of professionals to meet the needs of each child as outlined above. Christina Randles is the Governor whose role is to oversee the provision and practice for pupils with SEND. Governors attend training and briefing sessions to ensure their knowledge of SEND is relevant and comprehensive enough to support the school in delivering this provision.

8. Information on where the Local Authority's offer is published

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things including:

- Special educational provision
- Health provision
- Social care provision;
- Other educational provision
- Training provision
- Travel arrangements for children and young people
- Preparing for adulthood, including housing, employment and leisure opportunities.

This document fully outlines our school's commitment and responsibility for contributing to Hampshire County Council's local offer. Their local offer can be found on the following link

<https://fish.hants.gov.uk/localoffer>.