

Great Binfields Primary School
Special Needs and Disabilities Report

The information below is to help parents/carers of children with identified Special Educational Needs and Disability (SEND) to understand how we support children and families at Great Binfields Primary School.

Great Binfields Primary School is an inclusive mainstream setting which has additional provision for children with visual impairment in the form of resourced provision. (Please see our separate information about how we support children with visual impairment). At Great Binfields Primary School we operate a policy of inclusion where all pupils have an equal opportunity to engage in a creative, broad and balanced curriculum that enables them to reach their full potential.

We believe that:

- each individual is entitled to receive a broad and balanced curriculum regardless of their Special Educational Needs,
- all children should be valued regardless of their behaviours and abilities,
- all teachers are teachers of special educational needs and disabilities,
- all children can make progress and learn despite their individual needs.

What is the Local Offer?

Since September 2014, every Local Authority is required to publish 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 also 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'. Details can be found at: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

This SEND information report is based on the statutory Special Educational Needs and Disability Code of Practice (2014) and the following legislation:

- Part 3 of Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations (2014), which sets out schools' responsibility for education, health and care plans, SEN co-ordinators (SENCo) and the SEN Information Report.
- The Equality Act (2010) which legally protect people from discrimination in the wider society.

The information below forms our SEND Information Report and shows how we provide for children with Special Educational Needs and Disabilities.

Great Binfields Primary School is a two-form mainstream school catering for pupils from ages 4 to 11. We have a strong emphasis on promoting inclusion and equity for all children, setting high

expectations regardless of ability or need. To fully support pupils with additional needs, we ensure that we take the children's views into consideration, as well as working with families as we feel that this partnership is essential in helping each child achieve their full potential.

Definition of Special Educational Needs

Special educational provision is provision that is **'additional to or different from'** that made generally available within the classroom (SEND Code of Practice, 2015). This means provision that goes beyond the differentiated approaches and high-quality teaching normally provided.

Children at Great Binfields will be identified with SEND (Special Educational Needs and Disabilities) in line with the Code of Practice 2015 and categorised into 4 main areas of need on the SEND Register :

- Communication and interaction needs – includes speech and language needs as well as social communication differences such as autism.
- Cognition and learning needs – relates to support needed with their learning including specific learning difficulties such as dyslexia.
- Social, Emotional and Mental Health needs – those relating to their ability to manage their emotions or mental health such as anxiety and ADHD
- Physical and Sensory needs – includes sensory processing differences, physical disabilities and hearing impairment.

A specific diagnosis may not mean that the child requires provision which is 'additional to and different from' so they would not be placed on the SEN Register.

Roles and Responsibilities in of the Special Educational Needs Coordinator (SENCo)

The SENCo is responsible for the operation of the School Special Educational Needs policy and works in partnership with teachers and parents to plan support for children. We work with a variety of different professionals from outside agencies who can offer more specialised advice and support for our children. If you have concerns and would like to come and talk, then please do get in touch. Great Binfields SENCo is Miss Cheryl Khan.

Education and Health Care Plans (0-25)

An EHCP is only required for a very small number of children who have been identified as needing SEND Support and this is done through a process of Statutory Assessment and after following what is referred to as the 'graduated approach to support'. The majority of children with SEND can be supported with additional help in school or with the expertise of professionals from other agencies. Schools follow a cycle of plan, do and review and work with supporting agencies to determine how best to support the child and meet their additional needs. If a statutory assessment is required, then all the agencies involved contribute to the plan for the child. EHCPs emphasise the importance of services and families working together for the child.

Hampshire local authority have worked in partnership with parents, schools and other agencies to determine the key information that families need about an educational setting and what some of the commonly asked questions are.

Questions	School Response
<p>1 - How does Great Binfields Primary School know if a child has special educational needs, and what do I do if I think my child has Special Educational Needs?</p>	<p>At Great Binfields we follow the graduated approach set out in the Code of Practice (2015) and guidance from the Hampshire Local Authority.</p> <p>A child will be identified as having SEND through a variety of ways, which often combines the following: -</p> <ul style="list-style-type: none"> • Assessment against government criteria documents and guidelines for children with SEND. • Regular and ongoing monitoring by the class teacher and SENCo for at least a 6 week period. • Liaison with previous school/ pre school. • Tracking the child's progress and effectiveness of in-class supports. • Use of Hampshire SEND criteria. • Concerns raised by parent. • Concerns raised by teacher. • Liaison with external agencies e.g. physical/ sensory issue • Specific screening such as speech and language, NHS Therapy <p>At Great Binfields Primary, we believe a child's needs are fluid and children identified as having SEND may not require that additional support for their whole schooling. We aim to provide swift identification and early intervention to enable children to close the gaps with their peers and develop independent learning skills which they can use moving forward.</p>

Question	School Response
<p>2 - How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We encourage parents to be partners in their child's education. In addition to parents evening there are a variety of ways parents can find out more about their child's learning and how they can support their children at home. –</p> <ul style="list-style-type: none"> • Key Information Sessions (take place in September) to provide information regarding the curriculum in the year ahead • Provision maps which will be shared termly (or more frequently if appropriate). • Communication via home-school reading logs • Informal contact at the classroom door • Through arranging a meeting with the class teacher or SENCo • The newsletters and website provide regular updates and information from individual year teams.

Question	School Response
3 – How will Great Binfields School support my child?	<p>Our values start with the high quality inclusive provision for all children:</p> <ul style="list-style-type: none"> - All children have access to high quality teaching, ordinarily available provision, directed teacher led time, work with an LSA and independent learning time. - All teachers are teachers of SEND - All children are valued and treated as individuals - All children have the same opportunity for the school make reasonable adjustments to meet their needs, a diagnosis is not a necessary requirement for additional provision - All children are entitled to make progress commensurate to their peers, regardless of starting points or barriers to learning. <p>As your child moves through his/her school career all information is shared between pre-school, year groups and secondary school. The SENCo holds extra meetings, where needed for individual children, to help the transition between schools.</p> <ul style="list-style-type: none"> • As part of the school day, and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their developmental level. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/ carers will be informed at parents’ evening or an extra meeting will be set up to discuss a plan of support. • Children with additional social or emotional needs, will have support put in place for break and lunch times where needed. • When children have been identified as requiring additional support an education plan will be put into place and discussed with the child and parent. <p>Parents/carers are invited in for review meetings for children who are receiving support and parents are welcomed for informal talks at any time to discuss the progress of their children.</p>

Question	School Response
4 – . How will the curriculum be matched to my child’s needs?	<p>Assessment and adaptation is embedded in our curriculum and practice to ensure that each pupil’s learning experience will meet their individual needs.</p> <ul style="list-style-type: none"> • All our teachers are clear on the expectations of high-quality inclusive teaching, taking into account the variety of learning needs in a class and provides opportunities for participation from all children. This is monitored by the governors, headteacher, subject leaders and annually by our Leadership and Learning Partner (LLP). This takes on the form of lesson observations, learning walks and book scrutiny. • All children in the Early Years work towards the Early Learning Goals and in Years 1 to 6 children follow the National Curriculum. • We hold regular individual teacher/pupil conferences to review learning and establish next steps. • Children will be given additional support in the form of additional small group or 1:1 teaching sessions based on their needs. • Targeted interventions and additional support are regularly monitored and the impact is evaluated in order to inform future planning and support. • The progress of all children is regularly discussed at pupil progress meetings to ensure the correct support and differentiation is in place. • The school also welcomes advice from different professionals as to how we can best provide additional support for our children.

Question	School Response
<p>5 -How is the decision made about the type and how much support my child will receive?</p>	<p>SEND support is different for every child because every child with SEND is an individual and has different needs. A school-based SEND package of support may include one or more of the following:</p> <ul style="list-style-type: none"> • Opportunities for 1:1 time to focus on a key skills or target, with a Learning Support Assistant or teacher • Small group teaching to support a particular area of the curriculum, or to support the child with an emotional or social need. This may include some individual work with a member of our pastoral team. • Lessons may be broken down into smaller parts to enable a child to focus for manageable periods or recognise success. Rest breaks or planned alternate activities may be integrated. • Visual resources may be used to support understanding. For example, a plan for the day using symbols might be displayed in the area that a child is working. <p>The class teacher will work with the SENCo and the parents to explore how best to meet a child's individual needs. The amount of support changes to meet emerging needs. Good communication with parents helps our children to make good progress.</p>

Question	School Response
<p>6- How will my child be supported outside of the classroom, including school trips?</p>	<p>All children are included in all parts of the school curriculum and we do all we can to make reasonable adjustments for all children to fully participate in every aspect of school life. We will provide the necessary support to ensure that this is successful.</p> <ul style="list-style-type: none"> • The school carries out risk assessments for all children including children with SEND before attending a school trip. • Consideration is made for how school trips can be adapted to assist the individual child. • Parents or carers are consulted prior to a school trip to discuss any additional arrangements that may need to be made. • All children have a choice during their playtimes by choosing a playing zone to play in. • All children access P.E and Forest School sessions. • All of our extra curricular activities are available to all of our pupils. <p>However, we recognise that at times your child may not feel able to participate in an activity due to individual needs and we will do all we can to provide a reasonable alternative activity. Where this may cause difficulties for your child, there will be the option for your child to stay at home that day.</p>

Question	School Response
----------	-----------------

<p>7 -What support will there be for my child's overall well-being?</p>	<p>All children are supported with their social and emotional development through the curriculum and at playtimes.</p> <ul style="list-style-type: none"> • We follow Jigsaw PSHE throughout school in order to support children with their social, emotional and mental health as well as their personal, social and emotional development. • The school works with parents and children to encourage high levels of attendance. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • The school also has a very supportive and strong ethos. A very positive approach to behaviour management is adopted. Reward systems such as stickers, house points and golden trails, are used to encourage good behaviour and good work. • The school uses the Zones of Regulation to help children understand their emotions and develop strategies for managing them. • Relevant staff are trained to support medical needs and for basic first aid all staff receive training. We have a medical policy in place and staff are trained for administering any specific medicines when the need arises. • All staff receive regular training on safeguarding. • The Designated Safeguarding team meet weekly to discuss any concerns and put in plans for supporting those children. • We have a strong ELSA team who provide 1:1 ELSA sessions, nurture groups, time to talk and other social group activities. • We are an accredited Attachment and Trauma Awareness school, so all staff use emotion coaching and trauma informed language to support all children.
---	--

Question	School Response
<p>8 -What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • When required specialist expertise can be drawn upon. The following are some services that have been involved with the school, however these services will change with the needs of the children: - <ul style="list-style-type: none"> ➤ NHS Children's Therapy Support (Speech and Language service, ➤ Occupational Therapy service, ➤ Physiotherapy service ➤ Primary Behaviour support (PBS) ➤ CAMHS (Child and Adolescent Mental Health Service) ➤ Educational Psychologist ➤ Out Reach and Out Reach Plus (Maple Ridge) ➤ School Nurse ➤ Specialist teachers – Physical Disability, Visual Impairment and Hearing Impairment. ➤ Hospital Paediatric team ➤ Great Ormond Street Hospital for Children • All referrals to outside agencies will have had parental permission and discussion will have taken place with the parents beforehand. • Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.

Question	School Response
9- What training have the staff supporting SEND had or what training are they having?	<ul style="list-style-type: none"> • The SENCO (Cheryl Khan) has achieved the mandatory National SENCO Award, and is an experienced teaching. • We have a team of Safeguarding staff made up of a Designated Safeguard Lead and is supported by three members of the Assistant Safeguarding Team Holdsworth, All of the team have received specific safeguarding training. • Michelle Holdsworth (Assistant Head Teacher) is the designated teacher for looked after and posted looked after children. • Rachel Fox is our specialist teacher for Visually Impaired pupils. • We have specially trained Learning support staff for support Visually Impaired pupils. • All staff have received training from Primary Behaviour services. • Several staff members have received Team Teach training. • We have a designated Emotional Literacy Support Assistants (ELSA). • We work closely with Maple Ridge (one of our local special schools) which enables us to provide ongoing support and training for staff. • We use educational psychologist to do training with staff on areas such as support neurodivergence and dyslexia. • All staff have completed their Attachment and Trauma Awareness (ATAS) training.

Question	School Response
10 -How accessible is the school both indoors and outdoors?	<ul style="list-style-type: none"> • The school is on one level. • There are disabled parking bays outside the main entrance. • Children have access to adapted toilets. • An accessibility plan is in place for when adaptations need to be put in place. • Entrance gates and doors have buzzers to allow access to the school. • As a school we are happy to discuss individual requirements. • The school works with Occupational Therapy and Physio to make additional adaptations, where possible, to support all children. • We liaise with EMTAS (Ethnic minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language

Question	School Response
11 -How are parents/carers involved at Great Binfields Primary School? How can I be involved?	<p>Great Binfields welcomes involvement from parents and carers and encourages full participation in school life. Opportunities exist throughout the school year for parents to come into school</p> <ul style="list-style-type: none"> ➤ New parent transition meetings/workshops ➤ Occasional training or information evenings e.g., internet safety ➤ Key Information Sessions ➤ Parents evening ➤ Christmas, Easter and summer performances ➤ Helping on school trips and visits ➤ Parent helpers in school ➤ Parent Governors ➤ Open evening

Question	School Response
12. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	<p>Before children start in reception, they have induction afternoons where they are given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. During this time parents are invited to a meeting with the Headteacher and class teacher where routines of the school day are discussed and there is an opportunity for parents/carers to ask any questions they may have.</p> <p>Year R class teachers do home visits to acquire further information that will help the children's transition into school.</p> <p>When joining our school from another school or nursery the Class Teacher/SENCo will ensure they have read the child's file and any reports from the previous setting. If appropriate they will also discuss the child's needs with the previous school or setting. They will also liaise with parents/carers to ensure the transfer to the school is as smooth as possible.</p> <p>When children move into a new year group at our school children have a few "move up" sessions where they spend time in their new class with their new class teacher.</p> <p>When a child is moving to a new school, transition meetings will take place with the Class Teacher and SENCO of our school and the new school.</p> <p>The types of provision we put in place to ensure a smooth transition for our children are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.</p>

Question	School Response
13. What steps do I take if I have a concern? Who can I contact for further information?	<p>We operate an open-door policy and encourage you to come in and speak to a member of staff if you have any questions or concerns. If you do not currently have a child at the school then please contact the school office who can put you in touch with one of the SENCOs, Headteacher or Deputy Headteacher.</p> <p>Further information regarding more formal procedures can be found in the Policies section, which is available on the school website.</p> <p>Parents/carers can also contact Hampshire SENDIASS for impartial advice and support regarding their child's SEND: https://www.hampshiresendiass.co.uk/.</p>

Updated February 2026

Reviewed by: Cheryl Khan

(SENCO)