



Compton All Saints' Church of England Primary School

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.

All its work is underpinned by its core values of Love, Courage and Respect.

Special Educational Needs and Disability (SEND) Information Report January 2025

Our Core Offer

Compton is a Mainstream Church of England Primary School.

We believe that all children flourish and thrive in a nurturing environment where pupils, parents/carers and school work in partnership.

Through our key values of Love, Courage and Respect, all pupils are supported to achieve their best, develop good social and emotional skills, become confident individuals and live fulfilling lives.

We recognise the need to develop effective learning behaviours and at Compton we encourage the children to be proactive, inventive, determined and reflective. Our curriculum aims to broaden children's knowledge and understanding as well as develop their skills as a learner so that they are fully equipped to succeed in any challenges that lie ahead. Good educational outcomes, alongside strong personal development, are an entitlement of all children and young people.

The Local Offer

This page is part of the Local Offer for Hampshire. Under the Children and Families Act 2014, Local Authorities are required to publish and keep under review, information about services that they expect to be available for children and young children with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the local offer is to improve choice and transparency for families.

Hampshire's Local Offer can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Related Policies

The following related policies are available to view on our school website at

<http://comptonallsaints.co.uk/policies/>

Accessibility policy, Admissions Policy, Anti-Bullying Policy, Attendance Policy, Behaviour Policy, Child Protection Policy, Complaints Policy, Confidentiality Policy, Child Protection Policy, Procedure and Safeguarding Guidance, Data Protection Policy, Single Equality Statement, supporting pupils with Medical Conditions Policy, Special Educational Needs Policy, Learning and Teaching Policy, Mental health and Well-being Policy.

Identification of SEND

How does the school know if children need extra help and what do I do if I think my child has special educational needs?

The school rigorously monitors the individual progress of all pupils. Early identification of any difficulties is an important part of the process and information from parents/carers, class teachers, the Inclusion Manager and external agencies may help to identify barriers to learning. Information from a previous setting may also highlight specific needs on transfer.

Observations, tracking information, assessments and reports from external professionals can all contribute to the overall profile.

We use the DfE SEND Code of Practice (2015) to help us identify pupils needing extra help.

Further information can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

We refer to the 'SEN Support Guidance for Schools' provided by Hampshire County Council to ensure all schools have the same approach at the SEN Support stage. Further information can be found at: https://search3.openobjects.com/mediamanager/hampshire/directory/files/sen_support_guidance_for_schools_-_for_web.pdf

If parents/carers are concerned about their child's progress, they should contact the class teacher in the first instance. Ongoing concerns can be discussed with the Inclusion Manager and/or the

	Head Teacher via the school office.
Range of Provision	<p>There are four broad categories of SEND which are:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health • Sensory and/or physical needs <p>Specialist provision available at Compton:</p> <ul style="list-style-type: none"> • ELSA (Emotional Literacy Support Assistant) <p>What specialist services can be accessed by the school?</p> <p>Specialist services are contacted according to need and could include one or more of the following:</p> <ul style="list-style-type: none"> • Hampshire and Isle of Wight Educational Psychology Service (HIEPS) Educational Psychology Education and learning Hampshire County Council • NHS Speech & Language Therapists, Physiotherapists, Occupational Therapists Children's Therapy Service :: Hampshire and Isle of Wight NHS Foundation Trust • Outreach support, eg Shepherds Down School and Lanterns Nursery School and Children's Centre • Primary Behaviour Support Service (PBS) Primary Behaviour Service • Specialist Teacher Advisory Service: Physical disability and assistive technology, Communication & Interaction, hearing impairment, visual impairment Specialist Teacher Advisory Service Education and learning Hampshire County Council • School Nurse School Nursing - Hampshire :: Healthier Together
Processes for planning and evaluating effectiveness of provision	<p>How will the school support my child?</p> <p>Within our school, high quality, inclusive teaching, which is adjusted and personalised, is recognised as being the most effective way to achieve the desired outcomes for most of our pupils. However, sometimes additional interventions may be planned in order to meet specific needs and will be delivered in small groups or individually. If pupils are not making adequate progress, despite carefully planned interventions and adjustments, they may be placed on the single category of 'SEN Support' on the SEND register.</p> <p>An Individual Education Plan (IEP) will be created, identifying the desired outcomes for the child. This helps us to think about the change we wish to make, and plan the provision to make a difference. A variety of need can be included on an IEP such as independence and communication skills.</p> <p>Progress is reviewed in partnership with parents at termly meetings for pupils with SEND and a revised plan is put in place as part of the assess – plan – do - review cycle.</p> <hr/> <p>How will the staff support my child?</p> <p>Every teacher is a teacher of every child or young person, including those with Special Educational Needs and Disability.</p> <p>The Inclusion Manager co-ordinates the support which is additional to, and different from, their peers. The staff work in partnership with the pupil, parents/carers as well as any external professionals involved with the child, ensuring a 'joined-up' approach.</p> <p>Staff will be deployed flexibly, according to needs within the school; this may include some group or individual support. The nature and focus of support may be adapted following a review of progress.</p> <hr/> <p>How will I know how my child is doing?</p> <p>Every child's progress is carefully monitored and discussed as part of Pupil Progress meetings within school. IEPs are reviewed, at least termly; an Annual Review is held if a child has an EHCP; all children receive a report in the summer term with two interim reports in the autumn and spring. Parents are always welcome to make additional appointments to speak with class teachers and/or the Inclusion Manager to discuss progress.</p> <hr/> <p>How are decisions made about the type of support my child will receive?</p> <p>Additional support for pupils with SEND is organised within classes in consultation with the Head Teacher, class teachers and the Inclusion Manager. Learning Support Assistants (LSAs) are deployed in a way to maximise their impact whilst encouraging independent learners. When the</p>

	<p>SEND support provision has been in place for several cycles of ‘assess-plan-do-review’ and there is evidence that a child would benefit from further additional resources to meet their needs, a request for an Education and Health Care Plan (EHCP) may be considered. An EHCP details the specific needs, outcomes and provisions for the pupil. Family Information and Services Hub Education, Health and Care (EHC) Plans</p> <p>What systems are in place for monitoring provision and progress?</p> <p>The Inclusion manager and SEND Governors meet regularly and the Inclusion Manager reports to the Curriculum Committee of the Governing Body at least once a term. The Inclusion Manger uses anonymous data to report the progress of pupils with SEND to the Governors. The Head teacher, Inclusion Manager and the SEND Governors will also monitor and evaluate the practice and provision for pupils with SEND, reporting and recording within the school evaluation procedures. SEND is also externally monitored by the Hampshire Inspectorate and Advisory Service (HIAS) and Ofsted.</p>
Inclusion	<p>How will the curriculum be matched to my child’s needs?</p> <p>When necessary, adaptations to the curriculum and environment can be made to help pupils make maximum progress. Class teachers plan according to the specific needs of the class ensuring suitable resources are available and tasks are designed with every child in mind.</p>
	<p>How will my child be included in activities outside the class room including trips?</p> <p>Support is provided at lunchtimes and break times according to the needs of the child at the time and this is an on-going flexible arrangement.</p> <p>When we plan school trips the safety of all the children is paramount. We will carry out a risk assessment and implement additional measures if necessary. We are happy to work with parents and carers to help children with additional needs safely access extra-curricular activities.</p>
Well-being	<p>What support will there be for my child’s overall wellbeing?</p> <p>Compton considers the wellbeing of pupils to be of the utmost importance. School staff work as a team to respond quickly to any concerns about a pupil’s wellbeing. There is an Emotional Literacy Support Assistant (ELSA) in school who can deliver specifically tailored programmes of support. Programmes are designed to be short term and can be delivered to a group or to individuals. Pupils requiring continued or complex emotional support can be referred to the Child and Adolescent Mental Health Service (CAMHS). CAMHS</p>
Training	<p>What training is provided for staff supporting children and young people with SEND?</p> <p>Performance management of all school staff includes opportunities to reflect upon, and further develop, the teaching and learning of all pupils, including those with SEND.</p> <p>The Inclusion Manager supports staff with the planning and resourcing for pupils with SEND. Outside agencies are also able to offer advice and training in response to specific needs of our pupils, e.g., Primary Behaviour Service, Hampshire and Isle of Wight Educational Psychology Service. Further training can also be accessed during staff meetings, LSA meetings and INSET days according to need, as well as cluster meetings and courses provided through HIAS or external providers.</p>
Accessibility	<p>How accessible is your school (indoors and outdoors)?</p> <p>Compton School has one disabled parking bay. Two ramps provide wheelchair access to the building from the playground and from the outside play area for Ladybirds class. There is one accessible toilet, located away from the class rooms by the front entrance.</p> <p>Ladybirds class has an auditory enhancement system.</p>
Parental and pupil involvement	<p>How are parents, carers and pupils involved?</p> <p>Identifying, planning and reviewing the outcomes detailed on a child’s Individual Education Plan (IEP) is a collaborative process between the parents/carers, pupil and the school.</p> <p>Ways we involve parents/carers:</p> <ul style="list-style-type: none"> Home / school communication books Informal and Formal meetings e.g., Parents evenings Annual school reports Transition Partnership Agreement (TPA) meetings for pupils with SEND or social, emotional or mental health difficulties Team Around the Child (TAC) meetings if needed

	<p>Annual Review meetings for pupils with an Education, Health Care (EHC) plan School website Information evenings e.g., New entrants evening Problem solving consultation with an Educational Psychologist Liaison with Health Professionals such as Speech Therapists</p> <p>Ways we involve pupils: Pupils record a self-assessment of their progress and views and can attend IEP meetings, TPA meetings, and Annual reviews of EHCP. We seek pupil views before, during and after pastoral support such as ELSA, transition groups. Pupil conferencing School council</p> <p>How will the school help parents and carers in supporting children at home? Sharing the same strategies at home and at school can be helpful for many children and class teachers and the Inclusion Manager are happy to share these with parents. The school is able to signpost parents and carers to various organisations, websites and Parenting Courses. Parents can also access the Educational Psychology help line: https://www.hants.gov.uk/educational-psychology Referrals to the Primary Behaviour Wellbeing Support, Family Support Service Level 2, and the Early Help Hub can be arranged through school.</p> <p>Who can I contact for further information? SENDIASS is an Impartial Special Educational Needs and Disability Information, Advice and Support Service for parents/carers of children with Special Needs and can be contacted via the website https://www.hampshiresendiass.co.uk/</p>
Transition	<p>What steps should I take if I have a concern about the school's SEND provision? We encourage parents/carers to share any concerns as soon as possible with the class teacher or Inclusion Manager in the first instance. Continuing concerns will be addressed by the Head Teacher and parents are able to access the Complaints Procedure from the school office and on the school website: http://comptonallsaints.co.uk/policies/</p> <p>How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life? We carefully plan any transition for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed. A programme of visits for the children starting school in Foundation Stage is planned, in the summer term before they start. The Ladybirds class teacher and Inclusion Manager liaises closely with any pre-school setting for children with additional needs and visits are arranged according to need. We also liaise with secondary school staff for pupils with SEND. A Transition Partnership Agreement (TPA) can be set up for pupils with complex needs joining or leaving the school. Social Stories are created for specific children as a resource to aid transition. Kings' School organises a range of events and opportunities for pupils with SEND to aid transition to the next stage.</p>
Name and contact details for the SEN Co-ordinator:	<p>Inclusion Manager with responsibility for SEND: Mrs Hayley Chalkley SEND Governor: Jonathan Hingston Mrs Chalkley and the Governors can be contacted via the school office.</p>

Acronyms used in Inclusion

ASC	Autistic Spectrum Condition
CAL	Communication and Language
CBA	Cognitive Behavioural Approach
DS	Downs Syndrome

EHCP	Education Health Care Plan
ELSA	Emotional Literacy Support Assistant/Assistance
EMTAS	Ethnic Minority and Traveller Achievement Service
EP	Educational Psychologist
HIEPs	Hampshire & Isle of Wight Educational Psychology service
KS1/KS2	Key Stage 1 Key Stage 2
LSA	Learning Support Assistant
OT	Occupational Therapy
PBS	Primary Behaviour Service
PDA	Pathological Demand Avoidance
PEEP	Personal Emergency Evacuation Plan
PLP	Personal Learning Plan
PPG	Pupil Premium Grant
RPI	Restrictive Physical Intervention
SEMH	Social Emotional Mental Health
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs Co-ordinator
SLCN	Speech Language Communication Needs
SLT	Speech Language Therapy/Therapist
SpLD	Specific Learning Difficulty (e.g. Dyslexia or Dyscalculia)
SPP	Service Pupil Premium
TAC	Team around the Child
TALA	Therapeutic Active Listening Assistant
TPA	Transition Partnership Agreement
TSW	Therapeutic Story Writing