



Upham CE (A) Primary School



Special Educational Need (SEN) Information Report

Approved by Governors – 11 December 2025

Review date – December 2026

This document has been produced under the requirement of the SEN Information Regulations, under section 69 of The Children and Families Act 2014, and the development of the Hampshire County Council Local Offer.

<p>1. The kinds of Special Educational Needs for which provision is made at the school.</p>	<ul style="list-style-type: none"> • Upham CE(A) Primary School is a mainstream school which strives to provide the best learning opportunities for all children. The school, including the governing body, recognise that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge.
<p>2. How does the school know if children need extra help and what do I do if I think my child has special educational needs?</p>	<ul style="list-style-type: none"> • The school has a Policy for the provision for children with SEN which is available on the school website: www.upham.hants.sch.uk. • We liaise and work closely with our pre-school nursery setting and secondary school colleagues during times of transfer into school and on the next stage. • We follow the Code of Practice in how we assess and provide for children with SEN. • Class teachers continually monitor and assess all our children as well as their welfare and will raise concerns about progress or learning with parents and leadership team colleagues. • Assessment of children's learning may include a range of diagnostic tools. • Liaison with external agencies and health professionals. • Parents are encouraged, in the first instance, to raise any concerns with their child's class teacher, who may seek advice and support from other members of staff. • The school has policies for 'Mental Health and Wellbeing' and 'Supporting Children with Medical Needs and Provision of Medicine' available on our website: www.upham.hants.sch.uk which also detail some of the supports and extra help that may be relevant.
<p>3. How will both you and I know how my child is doing and how will you support me to support my child's learning?</p>	<ul style="list-style-type: none"> • The Special Educational Needs Coordinator (SENCO), David Woolley (who is also the headteacher), supported by the SEND (Special Educational Needs and Disability) governor (Rosemary Bickle), regularly check how well SEN support is helping children in our school.

	<ul style="list-style-type: none"> • Through monitoring, observing and assessing a child's needs, staff work with the SENCO to put in place appropriate support and provision. • Where a child has a need, which is additional to and different from those of peers, requiring modification of teaching and learning, additional wellbeing support, personal care or social or emotional support, they may be identified as requiring 'SEN Support'. This need can be benchmarked against Local Authority threshold materials. At this point the nature of the provision will be documented and parents involved in producing this. Needs will be assessed, targets for next stages set and reviews completed to inform next steps. • Progress is shared with parents termly through parent teacher meetings in the Autumn and Spring and written, end of year reports in the summer term. • Parents are encouraged to discuss any concerns regarding progress or a child's wellbeing with their child's classteacher. For further information, parents can discuss their child's wellbeing with the SENCO/ headteacher. • If a child has a more complex SEN an IPA (Inclusion, Partnership Agreement) or an Education Health Care (EHC) Plan may be put into place, which means a formal meeting will be held annually to discuss progress and a written report will be produced.
<p>4. How will the school staff support my child?</p>	<ul style="list-style-type: none"> • School staff are deployed as appropriate to the children's needs which could include a range of approaches such as in class support, out of class interventions, small group support or directed work. • Support can take many forms and effective support should encourage independence and self-reliance rather than dependence on an adult. Additional adult learning support might be within a small group context or in pairs as well as one-to-one with a child. One-to-one support will also involve periods of independent activity (appropriate to the child's development) in

	<p>order to develop problem solving and thinking skills.</p> <ul style="list-style-type: none"> • The governors agree priorities for spending within the SEN budget with the overall aim that all children receive the appropriate support they need in order to make progress.
<p>5. How will the curriculum at the school be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teachers strive to deliver high quality inclusive teaching which provides appropriate support and challenge. Children are taught in mixed age classes (except for Year R) where challenge is provided at their developmental level, not simply by age. This means that children are used to different learning activities occurring as a normal part of classroom provision. • The school provides an exciting, stimulating curriculum delivered in the most multisensory manner possible in order to engage all children.
<p>6. How is the decision made about what type of and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Appropriate access arrangements will be put into place, as according to guidance, for school's informal and statutory formal examinations and testing. • Teachers will offer high quality inclusive class teaching. • In addition to class room teaching, additional sessions, learning support, differentiated materials and requirements, additional resources and individualised learning may be appropriate. • Advice from external agencies will be utilised in planning support and identifying outcomes.
<p>7. What activities are available for children with SEN in addition to those available as part of the school's curriculum?</p>	<ul style="list-style-type: none"> • We highly value opportunities for learning outside of the classroom and believe all children should be able to participate in these experiences wherever possible. • Prior to trips, visits and residential staff complete risk assessments which consider the needs of children with SEN, making changes and modifications where necessary in order to include individuals and maintain the integrity of the experience.

	<ul style="list-style-type: none"> • If additional support or arrangements are required, we will meet with parents to discuss further. • We aim to ensure that all children, including those with SEN, have the chance to participate in school clubs.
8. What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • The social and emotional wellbeing of our pupils is valued and we have worked to develop and maintain a strong community ethos. • Personal, social, health and emotional education (PSHE) provides the opportunity for children to discuss issues such as self esteem, relationships, friendships, teamwork and negative experiences such as bullying. • A trained Emotional Literacy Support Assistant (ELSA) may be able to offer individualised support for pupils. Where necessary, a plan will be put in place, in discussion with parents, to support a pupil's wellbeing. • Liaison with outside agencies, health and social care professionals.
9. The name and contact details of the SEN Co-ordinator (SENCO).	<ul style="list-style-type: none"> • The SENCO for Upham CE(A) Primary School is David Woolley (also the headteacher), who holds the National SENCO Award (NASENCO) qualification. He can be contacted via the school office tel: 01489 860355 Email: adminoffice@upham.hants.sch.uk
10. What training is provided for staff supporting children and young people?	<ul style="list-style-type: none"> • We have links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services where children meet the criteria. Agencies include <ul style="list-style-type: none"> ○ Educational psychologist ○ Therapists for speech and language, physiotherapy and occupational therapy ○ Specialist advisors for hearing impairment, visual impairments and physical difficulties ○ Health services including school nurse and CAHMS

	<ul style="list-style-type: none"> ○ Medical advice such as paediatricians or clinical psychologists ○ Social care ○ Outreach services ○ Other agencies ● Our qualified and experienced SENCO oversees provision within the school and provides training for teachers and learning support assistants. ● The training provided, reflects the needs of the staff and the children we work with.
<p>11. How accessible is the school (indoors and outside)?</p>	<ul style="list-style-type: none"> ● The school is all positioned on one floor with one overall level. Access to most doors is ground level, where there is a step to one door there is an alternative exit. There is one accessible disabled toilet for both children and adults. There is wheelchair access to classrooms, to the hall and to toilets. Reasonable adjustments have been made to improve accessibility. ● Additional resources and physical supports are available and may be used to support individual children. ● New pupils with physical needs will be consulted to explore how they feel about accessibility.
<p>12. How are parent carers and children involved in the school? How can I get involved and who can I contact for further information?</p>	<ul style="list-style-type: none"> ● It is always our aim to work as closely as possible with parent carers and to involve them in making decisions about the best ways to meet the needs of their child. ● We strive to be aware of and meet the access needs of parents and try to use face-to-face meetings wherever possible for discussions. ● See question 3. ● Additional opportunities for parent carers to discuss their child's progress and wellbeing can be made at any time. These can be asked for at any time by the parent carer or may also be arranged by the school to review targets or

	<p>following agency advice.</p> <ul style="list-style-type: none"> • Where a child's needs are identified and recorded within personal learning plans, as part of which the child's views will be sought, children will be supported so they are able to meaningfully communicate their ideas if required. • Children are encouraged to share thoughts, views and concerns through annual questionnaires. Children with SEN will be supported so that they can meaningfully contribute. • Formal planning around IPA and Health Care Plans will incorporate formal recording of children's views. These may be recorded directly by the child or appropriate support will be put in place in order for their views to be shared and recorded.
<p>13. What steps should I take if I have a concern about the school's SEN provision?</p>	<ul style="list-style-type: none"> • If parent carers are unsure or concerned about any aspect of support or provision for their child they should contact the school office to make an appointment to see their child's class teacher or SENCO. • If a parent were to feel that a concern was not resolved, the complaints procedure, which can be found on our website, should be followed.
<p>14. How will the school prepare and support my child to join the school, or to transfer to the next stage?</p>	<ul style="list-style-type: none"> • David Woolley oversees transfer of information with secondary schools. • Secondary school staff are encouraged to visit the children and for children with EHCPs, would be invited to the Year 6 annual review meeting. • The class 4 teacher (Year 6) is released in order to liaise with secondary staff and communicate any needs. • RSHE planning through Class 4 helps the children to explore potential difficulties which might be faced at secondary school. • Specific transfer programmes are planned together with our linked cluster secondary school Wyvern, such as summer transition camps.

	<ul style="list-style-type: none"> • Additional orientation visits can be arranged with secondary schools where required, to meet individual needs.
<p>15. Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> • The SEN information included in this document is provided as part of the Local Authority's Local Offer. The website for Hampshire's Local Offer can be found at: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page

Consultation with parents and governors has taken place at a county and school level. It has been approved by the governing body of our school (11.12.25). The SEND Governor is responsible for ensuring it is updated when required.