Wallop Primary School

SEND Information Report

2026 - 2027

At Wallop Primary School, we want every child to feel happy, safe, and secure in all areas of their learning. We are an inclusive school that welcomes and supports all children. We strive for all pupils to achieve their full potential, including those with Special Educational Needs and Disabilities (SEND), and we encourage every child to grow personally, socially, emotionally, and academically.

Wallop Primary school prides itself on ensuring high quality teaching and high expectations for all students, removing barriers to learning to achieve stronger outcomes. Through adaptive teaching practices and ordinarily available provision, we support 26.7% of children who are currently on the SEN register including 4% of children with EHC Plans (EHCP).

The SEN Team

- Katie Simons - Head Teacher
- Helen Williams - SEND Coordinator (SENDCo)
- Lorraine Ryall - Designated Teacher for Looked After Children and Post Looked after Children and Curriculum Lead
- Adele Pickering - ELSA and Army Liaison Officer
- Class teachers
- Learning Support Assistants

How does the school identify if a child has Special Educational Needs?

Wallop Primary uses the following processes, informed by Hampshire's SEND Criteria:

- Liaison with previous schools and educational settings
- Identification of children performing below age-expected levels, despite targeted intervention
- Monitoring of children who are not making expected progress
- Review of concerns raised by parents or carers
- Evaluation of concerns raised by teaching staff
- Consultation with external agencies (e.g., in cases of physical or sensory needs)

How do I raise concerns as a parent?

Talk to your child's class teacher.
They will be able to tell you what they are doing to support your child in class and offer suggestions for you to try at home.

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If you are still worried then make an appointment to see the SENDCo (SEND Coordinator).
They will be able to talk to you about possible assessments that will help to pinpoint any barriers to your child's learning.

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Make an appointment to see the headteacher.

How will Wallop Primary School support my child?

- The class teacher will plan and work with your child and ensure that progress is made in every area.
- Our SENDCo will oversee the progress of your child and will work with the class teacher to ensure that your child is supported appropriately.
- Learning Support Assistants (LSAs) are deployed by class teachers to support children as appropriate, often in small groups.
- External professionals will provide support where necessary for specific needs which include Speech and Language Therapists, Occupational Therapists, Educational Psychologist, Specialist Advisory Teachers for a specific physical need such as hearing or visual impairment, or outreach support from local specialist schools.

How will the curriculum be adapted to meet the needs of my child?

- Teaching and learning is adapted so that your child is able to access the curriculum.
- Teachers' planning identifies where your child may require individual and personalised adaptations to fully access their learning and will be overseen by the SENDCo.
- Your child will have access to the appropriate resources needed to help them make progress which could include specialist resources such as hearing aids, and audio visual resources.
- Classroom environments support the learning of all children.

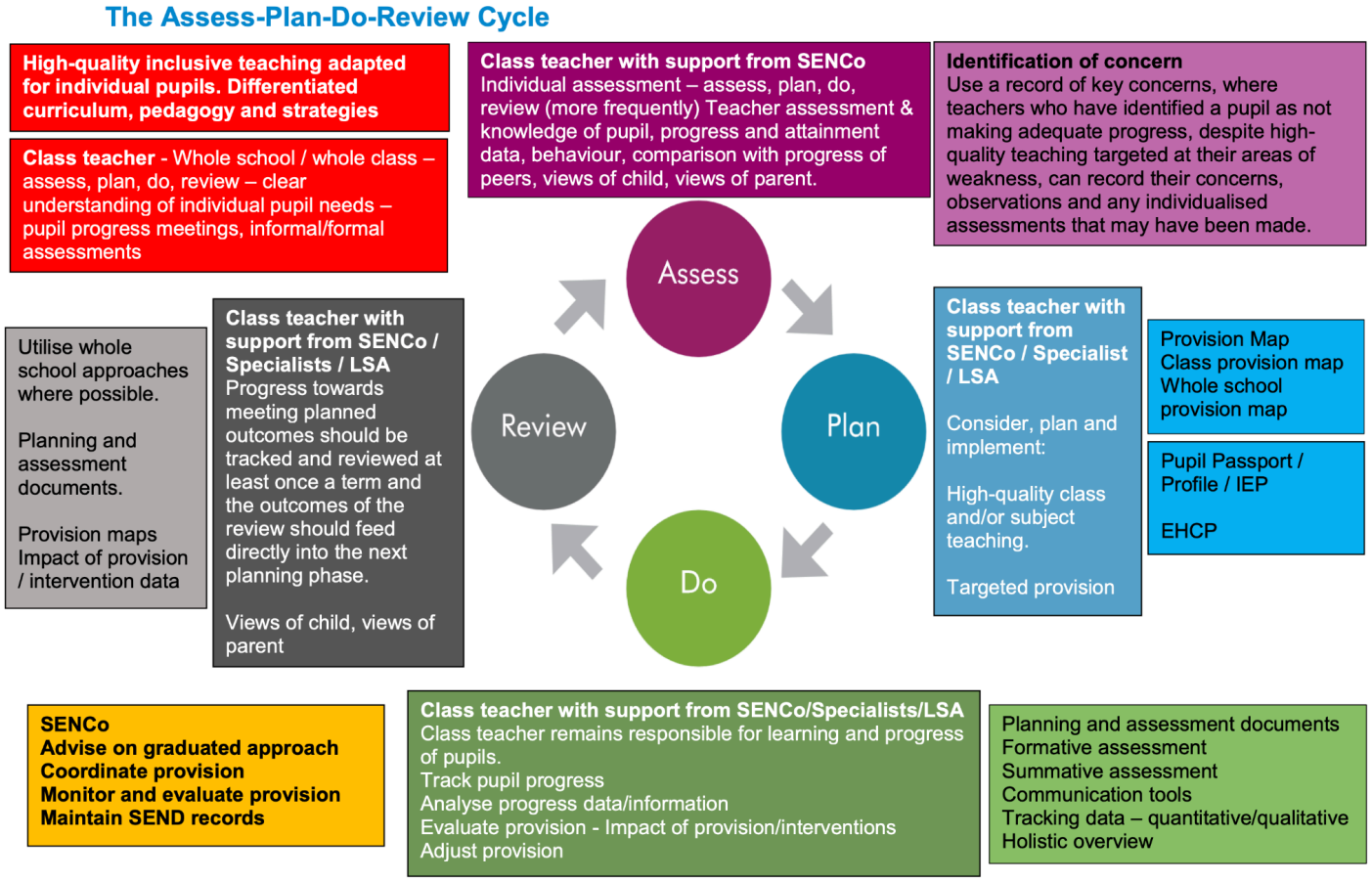
What support will my child receive?

- Your child's progress will be regularly reviewed by the headteacher with the class teacher at Pupil Progress Review Meetings (PPRMs) in which needs are identified and are planned for in subsequent lessons.
- The class teacher, alongside the SENDCo, will discuss your child's needs and what support would be appropriate.
- The class teacher will continually assess your child and note areas where they are improving and where further support is needed.
- Your child may require different levels of support at different points in time. Support is based around their learning, speech & language, physical, emotional and social needs.
- Your child will have a pupil profile which is produced by the class teacher in discussion with both you and your child. The class teacher will agree your child's targets with you and set review dates accordingly. This is overseen by the SENDCo.
- If your child has an EHCP, a formal Annual Review meeting will take place each year to review the support package your child is receiving.
- Your child's class teacher and the SENDCo will always be happy to discuss the support your child is receiving.

- Your child may be entitled to extra time during SAT tests at the end of Year 6. They may also be entitled to a 'reader' during some SAT tests. If your child is entitled, you will be informed of this by the class teacher. Decisions are based on the Department for Education's requirements and application process, which is carried out by the headteacher.

How will we know if this has had an impact?

- Through the Assess-Plan-Do-Review cycle (see diagram below), targets in your child's Pupil Profile are reviewed at the end of each cycle and allow the class teacher to track the progress made.
- The class teacher will track your child's academic progress against national age related expectations (ARE).
- Verbal feedback from you, your child and the class teacher will inform us of impact.
- You will be informed if and when your child no longer needs to be on the SEND register.



How will I know how my child is doing and how will you help me to support my child's learning?

- The class teacher will meet with you on a termly basis to discuss your child's needs, support and progress as well as providing an annual report.
- Your child will have a Pupil Profile which will include learning targets and will be reviewed with you and your child.
- If your child has complex SEND they may be part of a Transition Partnership Agreement (TPA) or have an EHCP. This means that a formal meeting with you, school staff and other professionals involved in the education of your child will take place to discuss their progress and to agree on the next steps.
- You are welcome to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home.

What support will there be for my child's wellbeing?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice. This may involve working alongside outside agencies such as health, social services, and the Primary Behaviour Service.
- The school has an Emotional Literacy Support Assistant (ELSA) who will work under the direction of the SENDCo with vulnerable children during the school day.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site which is available to parents.
- Parents need to contact the school if medication is recommended by health professionals to be taken during the school day and will be asked to complete a permission form giving details of the times and dosage of the medication.
- Every classroom has a medical box containing first aid equipment and necessary medicines for individual pupils, all labelled with clear instructions for administration. Any medicines that are classed as controlled drugs are kept within the school office and administered within the office.
- On a day to day basis the trained administrative staff will normally oversee the administration of any medicines.
- If a child has a medical need, a care plan will be written outlining their needs and the procedures that staff must follow.

- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- At Wallop, we take pride in our expectations and school rules of 'Ready, Respectful, Safe' with a clear reward and sanction system.
- If a child has significant difficulties with their behaviour, a Behaviour Support Plan (BSP) is written to identify specific difficulties, triggers and relevant strategies and targets are put in place.
- A child may benefit from carefully planned sessions with the Emotional Literacy Support Assistant (ELSA) who will work under the direction of the SENDCo with vulnerable children during the school day.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absences are recorded and reported to the Headteacher.

How will my child be able to contribute their views?

- Children who have a Pupil Profile as part of the Assess, Plan, Do, Review or Behaviour Support Plan (BSP) will have the opportunity to discuss their progress and targets with their class teacher or LSA. Children may also be included in the meetings with parents and teachers so that their views may be heard and included in any decisions.
- If your child has an EHCP their views will be sought before any annual review meetings.

How are the governors involved and what are their responsibilities?

- The named governor who is responsible for SEND meets regularly with the SENDCo to review systems and processes.
- The SENDCo reports to the Headteacher and governors regularly to inform them about the progress of children with SEND and how resources are used whilst maintaining confidentiality at all times.

What specialist services and expertise are available or accessed by the school?

- The school SENDCo regularly monitors and observes practice in all classrooms and therefore has a good understanding of how children with SEND are being supported, addressing issues as and when they arise.
- We use The School's Therapy Pack to support individual needs within different areas of learning and development.
- We offer Emotional Literacy Support to those children identified with a need in this area.
- We use the DEST screening test to assess whether children may be at risk of dyslexia.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
    - Health services including GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists and physiotherapists.
    - Social Services including locality teams and social workers.
    - Educational psychologists.
    - Specialist advisory teachers and outreach teachers.
    - Primary Behaviour Service.

What training do the staff have in supporting children with SEN?

- The school SENDCo is training through the means of an NPQ in SEND and works in consultation with the Hampshire advisory team.
- We have a qualified Emotional Literacy Support Assistant (ELSA) who receives regular support and training from the Educational Psychologist.
- All teaching staff receive regular training on supporting children with social, emotional and mental health needs and are supported by specialist outreach teachers where appropriate.
- The school's Educational Psychologist provides additional training for the teaching staff where appropriate.
- Where a particular programme has been identified to support individual children, teachers and support staff will be trained to deliver this.

How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities covering the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school's Accessibility Plan recognises the need to make reasonable adjustments for pupils with SEND so that they are not at a substantial disadvantage.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children and their family to visit the school prior to starting.
- We use social stories where appropriate with children if transition is likely to prove difficult.
- When children with SEND are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits. All our 'feeder' secondary schools run programmes specifically tailored to aid transition for more vulnerable pupils.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an TPA (Transition Partnership Agreement), or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools.

Whom should I contact if I am considering whether my child should join the school?

- Contact the school admin office to arrange a meeting with the Headteacher (01264 781216)

Whom can I contact for further information?

- The first point of contact will be your child's class teacher.
- You can contact the SENDCo:

  Helen Williams

  Wallop Primary School

  Tel: 01264 781216
- You can contact the Headteacher :

Katie Simons

Wallop Primary School

Tel: 01264 781216

- You can contact the SEN Governor via the Admin Office.
- You can contact

  Andover School Nurses -

  healthforkids.co.uk/hampshire/school-nurses/

  02382 313092
- You might also wish to:
  - Look at the school's Inclusion and related policies on our website

    https://www.wallop.hants.sch.uk/policies/
  - Look at the SEND advice and signposting section of the school website

    https://www.wallop.hants.sch.uk/send/
  - Look at the local offer from HCC

    https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/
  - Look at the Hampshire SENDIASS website

    https://www.hampshiresendiass.co.uk/
  - Contact IPSEA (Independent Parental Special Education Advice)

    https://www.ipsea.org.uk/