



All Semley CE VA School policies apply to year R to 6 inclusively or Semley CE VA School Staff

Name of Policy	SEN Information Report
Agreed by the Governing Body	September 2025 (pending approval)
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Next review (date)	September 2026

SEN Information Report

School Name	Semley CE VA Primary School		
Date written (month and year)	September 2025	Review due (at least annually)	September 2026

What kinds of SEN do children in the school have?

Semley CE VA Primary School is a mainstream primary school setting.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD/ADD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

How do you know if a child has SEN?

At Semley School we aim to know each pupil as an individual learner. Teachers make assessments within the classroom on a daily basis which build a picture of the child, their learning strengths and weaknesses and therefore any areas of concern. Those children who are causing concern will be referred to the SENCo for further observations and possibly more formal assessment. Parents/Carers will of course be consulted at every stage.

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our teaching, or whether something different or additional is needed.

How will you involve me in my child's learning?

We will have an early discussion with the pupil (where appropriate) and their parents when identifying whether they need special educational provision. Parents/Carers are important partners in the effective working relationship with the school in raising their child's attainment and their contribution to their child's education is valued highly by the staff of Semley CE VA Primary School. Semley CE VA Primary School will also update Parents/Carers with relevant information and ensure that they have a clear picture of what is happening at school to support their children.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents'/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

How will the school know how well my child is learning?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess - where through careful identification and assessment we determine that a child is not making adequate progress, the class teacher will consult the SENCO. The Wiltshire Graduated Response to SEND Support (GRSS) profile can also be used to support the assessment of the child.

Plan - The Class Teacher, in conjunction with the child and SENCO, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN Support. Parents will be informed and consulted on the strategies being used and the progress being made. Often targets will be decided and how the child may achieve them will be discussed. An IEP (Individual Education plan) if appropriate will be drawn up in consultation between the teacher, child, SENCO, parent and any support staff involved.

Do - The targets and strategies are implemented for a period of time (usually a term).

Review - After a term the targets and strategies, as well as the child's overall progress will be reviewed. The child, parents, Class teacher, support Staff and SENCO will be involved in this part of the process. It will then decide where the support needs to go next and whether a My Support Plan would need to be written and outside agencies consulted. The cycle will then start again with renewed ideas/strategies with regular reviews of the interventions and staff/support staff/parents/carers being informed about any progress.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How will you help my child when they move to a new school, move into your school or move classes within the school?

Links are maintained with local early years settings to ensure a smooth transfer on school entry. This is achieved through liaison and visits to local Early Years Settings by Semley staff. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, to ensure that they have a smooth transition. Again, liaison with previous staff would be encouraged if possible.

Transition to Secondary School is a big move for the children and careful liaison with the Secondary School ensures that this is smooth. Staff from Secondary Schools visit us to discuss individuals with the class teacher. The SENCO/class teacher/head teacher also liaises with the receiving Secondary schools support service to hand over documentation and to discuss individual cases. This is to ensure smooth transition for the pupils with SEN at this crucial time.

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our school prepares pupils for transition by ensuring that they have additional transition sessions at their new school.

How will teachers support my child?

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching is our first step in responding to pupils who have SEN. This may need to be differentiated for individual pupils.

We will also provide the following interventions (others also may be deployed where necessary):

- Fine motor skills intervention
- Precision teaching
- SALT
- Phonics catch up based on the Unlocking Letters and Sounds phonics Scheme
- Maths interventions including +1Maths, Power of 2
- Handwriting interventions
- EAL (English as an additional language) support
- Precision Teaching

- Personalised Spellings
- Specific support for ASD
- Reading support for those targeted
- ELSA
- Social emotional support
- Focus on working memory
- Behaviour Support including specialist TAs
- Pre teaching

All children on our SEND Register will have personalised targets or outcomes, setting out any provision that is additional to or different from usual classroom provision.

This may take the form of:

- An individual target plan
- A SEN Support Plan (SSP) template provided by county.
- An EHCP (An Education and Health Care Plan), also known as a 'My Plan' in Wiltshire

Individual Education Plan (IEP) – Called Target Plan at Semley CE VA Primary School

When a child has been identified as SEND in the early stages, they will often require an Individual Education Plan (IEP) to set out targets that will address their individual needs. This will be written by the class teacher, using the school's proforma and will be shared with the parents and the child. The IEP will be reviewed at least three times per year, or sooner if the targets are met earlier or need adjusting. The targets on the IEP must be 'SMART' (Smart, Measurable, Achievable, Realistic and within an appropriate Time frame) The IEP may include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The resources needed.
- The review date.

SEN Support Plan (SSP)

A SEN Support Plan (SSP) is a way of supporting children in the SEN Support category who do not yet meet the criteria for an EHCP. They are developed by the SENCo, the child's teacher, the parents, the children and any other outside agencies that may be involved. The plan focuses on 'outcomes' that the child will aspire to meet and is a child centred document. At Semley CE VA Primary School, a SSP will be reviewed three times per year.

Education and Health Care Plan (EHCP)

A small number of pupils, whose needs are complex and long term, may require a greater level of support than can be offered at SEN Support level by the school's own provision and resources. The school will request an assessment of education, health and care needs from the Local Authority (LA) when, despite sustained intervention over time, the child's needs still remain a significant concern. An application is usually considered after at least three clear review cycles of the My Support Plan document. A SEND Lead Worker will then be requested by the school to assess whether it is necessary to proceed for an application for an EHCP. The SEND Lead Worker is also responsible for coordinating and developing the EHCP if the application is approved by a panel of professionals. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education plans and targets for the pupil
- The WGRSS
- A SEN Support Plan
- Educational and other assessments completed by relevant outside agencies
- Views of parents
- Views of children

The entire process takes 20 weeks. In Wiltshire, an EHCP is called a 'My Plan' to reflect its child centred nature. The school is required to conduct an annual review of the EHCP (or 6 monthly if the child is less than 5 years of age.) Parents, pupil, outside agencies, class teacher, SENCO, and/or Headteacher will attend this review.

One Page Profile (OPP)

A One Page Profile will be created for all children in receipt of SEN Support or who have a SSP or an EHCP. A One Page Profile captures the most important information about the child's needs on a single sheet of paper under three headings:

- What people like about me
- What is important to me
- How best to support me

A One Page Profile provides an 'at a glance' way of knowing what really matters to a child and how they learn.

How might you make changes to help my child?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Creating different areas – for example quiet safe areas for children to work in

What training do staff have to be able to help my child?

Training needs for the staff will be identified by Abi Carlyle-Clarke as the Headteacher. This is assessed but the focus on need within the staff and pupils. Often training is accessed via Right Choice – the LA provider.

Training for Medical Needs may need to be given to staff and again this will be assessed by Abi Carlyle-Clarke

The Link Governor will have attended the correct training to ensure that they can fully monitor the capacity of the school for supporting SEN requirements.

One of our Teaching Assistants is trained to deliver ELSA Support. They are given one afternoon a week to deliver this support with additional planning time.

In our school, we have teaching assistants who are trained to deliver interventions such as SALT.

Teaching assistants will support pupils on a 1:1 basis when appropriate.
Teaching assistants will support pupils in small groups when appropriate.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- Specialist SEN Service
- Speech and Language Service
- Behaviour Support Service
- Social Services
- Health specialists
- ESA Support (Early Support Assessment)
- Other local authority personnel.

Any or all of these agencies may be involved in the delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Through the monitoring and evaluating of our provision, the SENCO will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

Staff who attend further courses will provide feedback at staff meetings on those courses attended and their contents. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN/D provision

What happens if my child needs specialist equipment or accessible facilities?

There are no specialist facilities for children with SEN at Semley CE VA Primary School. However, we regularly assess our school site to improve its accessibility to all pupils in our school.

How do you check that things are working well?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets and outcomes each term
- Reviewing the impact of interventions at the end of a term
- Using pupil/parent questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

How will be child be supported in activities outside of the classroom?

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/sporting events at other schools

No pupil is ever excluded from taking part in these activities because of their SEN or disability and reasonable adaptations are put in place in order to support them to access these activities.

Normal admission arrangements apply. The admission policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, ethnicity, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, school staff will work with the governors will make reasonable adjustments to ensure that the child's needs are fully met. If a child is transferring into the school with a EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA (Wiltshire) to ensure their needs can be met.

Any variation to the above will need to be agreed by the full Governing Body.

Please refer to the school's accessibility policy on our school website

How will you support my child's mental wellbeing and social skills?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- Pupils have access to ELSA support from an ELSA trained teaching assistant.

We have a zero tolerance approach to bullying. Please see our school's behaviour policy and our anti-bullying policy. Semley CE VA Primary School has a zero tolerance on bullying within the school. Our School Values of 'Wonder – Aspiration – Respect – Adventure' support a school that is inclusive, respectful and supportive.

What specialist support does the school access?

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for the children with SEN/D. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Educational Psychologist, Specialist SEN Service, Speech and Language Service, Behaviour Support Service, Social Services, health specialists and other local authority personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in the child's support plan in order to ensure their attainment is raised.

What should I do if I'm not happy with the support for my child?

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

All concerns can be directed towards the class teacher in the first instance, the SENCo (Laura Gullen) or the Governor in charge of SEND (Harriet Egerton). Contact can be made through the school office admin@semley.wilts.sch.uk

Where can I get information and advice from?

We will always support parents in accessing appropriate support and will signpost them to the appropriate services, for example the Wiltshire Parent Carer Council.

www.wiltshirelocaloffer.org.uk details how the local authority progresses concerns about SEN needs.

How is this Information Report monitored?

This policy and information report will be reviewed by Laura Gullen and Abi Carlyle-Clarke (SENCo and Headteacher) in conjunction with Harriet Egerton (governor in charge of SEND) annually. The policy will also be ratified by the Full Governing Body. If there is a need to add any information during the year Harriet Egerton will be notified of these changes.

How does this link with other policies in school?

This policy links to the following documents which are all on the website

- Accessibility plan
- SEND Policy
- Behaviour policy/Children's code of Conduct
- Admissions policy