



Pennington C of E Primary School
BeTheBestYouCanBe!



**PENNINGTON C OF E
PRIMARY SCHOOL
INFORMATION
REPORT
2026-27**



Pennington C of E Primary School SEND Information Report Commitment to Inclusion

At Pennington C of E Primary School, we are dedicated to providing an inclusive curriculum that enables every child to make the best possible progress, whatever their needs or abilities. Our staff maintain a positive and constructive approach to supporting children with learning difficulties of any kind.

We celebrate the diversity of our pupils and strive to ensure that each child is valued and fully included in both the curriculum and the wider life of the school. Every teacher is a teacher of all children, including those with Special Educational Needs and Disabilities (SEND).

We do not discriminate against anyone.

Our Approach to Planning

At every stage of planning, we consider:

- Setting suitable learning challenges
- Responding to children's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups
- Taking account of the child's views, where appropriate

SEND Categories

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical



<p>How does Pennington C of E Primary School know if my child needs extra help?</p>	<p>At Pennington C of E Primary School, children are identified as having SEN (Special Educational Needs) through a variety of ways including the following:-</p> <ul style="list-style-type: none">• Liaison with previous school• Child performing below age expected levels• Concerns raised by Parent• Concerns raised by teacher for example behaviour or self-esteem is affecting performance• Liaison with external agencies eg. Occupational Therapist (OT)• Health diagnosis through paediatrician
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Talk to us – firstly contact your child’s class teacher or SENDCo (Special Educational Needs Coordinator) or Head teacher We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.</p>
<p>How will I know how Pennington C of E Primary School supports my child?</p>	<p>The school will:</p> <ul style="list-style-type: none">• tell you when they first start giving extra or different help to your child because they believe he/she has Special Educational Needs;• consult with you and tell you about progress;• make available the SEN policy• review your child’s targets in discussion with you and keep you informed of progress against it;• consult with you if/when external specialist advice is being sought and the outcomes of this;• seek your views and ensure that they are working in partnership with you; provide details of the local parent partnership service.



Who will oversee, plan, work with my child and how often?	<p>Our SENDCO, Mrs Rebecca Borrough oversees all support and progress of any child requiring additional support across the school. Our SENDCo can be contacted via the school office: 01590 672104 or email adminoffice@penn-pri.co.uk</p> <ul style="list-style-type: none">• The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.• There may be a Teaching Assistant (TA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
How will the curriculum be matched to my child's needs?	<p>The SENDCo and class teacher will decide on the action needed to help your child progress in the light of earlier assessment. This may include:</p> <ul style="list-style-type: none">• Different learning materials or special equipment;• Some group or individual support;• Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;• Staff development or training;• Access to LEA support or advice.
How will I know how my child is doing and how will you help me to support my child's learning?	<p>We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.</p> <ul style="list-style-type: none">• We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.• The school will Review a child's targets and keep parents informed of progress against it on a termly basis and parents are given a copy of the targets if they want one and the strategies employed to enable the child to progress will be explained.



What support will there be for my child's overall well-being?

The school has three trained Thrive practitioners working on site and they work with individuals as well as training all staff in the Thrive Approach.

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

- If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions has reduced over the past year.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, it helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The attendance of every child is monitored daily by the admin team. Lateness and absence are recorded and reported to and reviewed by the Headteacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

The school has a policy regarding the administration and management of medicines on the school site.

Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.

- On a day-to-day basis, the Admin Staff generally oversee the administration of any medicines.
- As a staff team, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.



What specialist services and expertise are available at or accessed by the school?	External support agencies have an ongoing role for continued professional development for all staff to address the identified needs of the children. External agencies respond to requests for additional support as and when necessary. We have recently liaised with: Educational Psychologist/Speech and Language Therapist/SEN Advisers/Inspectors/Education Welfare Officer/EMTAS/ CAMHS/Occupational Therapist/Physiotherapist/Specialist Teacher for Autism/School Health/Social Services
What training is available to staff supporting children and young people with SEND?	<ul style="list-style-type: none">• A number of teachers and Teaching Assistants are Team Teach trained to support children with behavioural difficulties• All staff have regular training from the SENDCo and other members of the team to keep abreast of updates and current thinking in SEND.• Staff have access to the National College where they can undertake professional development in their areas of interest.
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. <ul style="list-style-type: none">• 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, alternative activities which will cover the same curriculum areas will be provided in school.
How accessible is the school environment?	The ground floor of the school is accessible to all, but the upper classrooms are not accessible.



How will the school prepare and support my child when joining Pennington C of E Junior School or transferring to a new school.	<p>We encourage all new children to visit the school prior to starting when they will meet a buddy and be shown around the Junior school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school where possible.</p> <ul style="list-style-type: none">• We write social stories with children if transition is potentially going to be difficult.• When children are preparing to leave the Infant School to our Junior school and to go to Secondary education, we arrange additional visits• We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. <p>Additional visits are made to local secondary schools.</p>
How are the school's resources allocated and matched to Children's special educational needs?	<p>We ensure that the Special Educational needs of a child are met to the best of the school's ability with the funds available.</p> <ul style="list-style-type: none">• We have a team of Teaching Assistants who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.• The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving an TA.
How is the decision made about how much/what support my child will receive?	<p>The class teacher, alongside the SENDCo, will discuss the child's needs and what support would be appropriate.</p> <ul style="list-style-type: none">• Different children will require different levels of support in order to bridge the gap to achieve age-expected levels.• This will be through on-going discussions with parents
Who can I contact for further information?	<p>First point of contact would be your child's class teacher to share your concerns.</p> <ul style="list-style-type: none">• You could also arrange to meet Mrs Rebecca Borrough, our SENDCO.• Look at the SEND policy on our website• Contact SENDIAS - Hampshire SENDIASS - Special Educational Needs Support• Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/• Refer to Hampshire's Local Offer - hth.hants.gov.uk/kb5/hampshire/directory/localoffer.page