Policy: SEND Information Report

Date Issued: September 2026

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Date of Full Governing Board Approval:

16th October 2026

Table of changes

When policy documents are updated, changes can be made to punctuation, grammar and readability.

If changes are made which affect the aims, purpose and outcomes of the policy, they are detailed below:

Date	Page	Changes
2026		Name of SENDCo changed

Introduction

Welcome to our SEN information report which is part of the Hampshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. This information is updated annually.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a)of the SEN (info) Regulations and links to the Local Authority local offer, which is available online at www.hampshirelocaloffer.info

Consultation with parents and children has taken place at county and school level. It has been approved by the Governing Body of our school and responsibility for its regular review has been delegated to the SEN Governor.

How does our school identify and assess SEND?

The SENDCo co-ordinates SEND provision, liaising with parents, school staff and specialist advisors from the Local Authority and Health Service. In Hampshire, there are clear guidelines set out in the SEND Code of Practice, which indicates what are considered Special Educational Needs and Disabilities, and as a school, we work closely with these guidelines when identifying children with SEND.

Throughout the school, we continually monitor and assess the progress of all our children. We track the progress of children, and where expected progress is not being made, steps and interventions are put in place to support areas of need. We also work closely with our feeder schools to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

If parents have any concerns at all regarding the progress of their child, or believe they may have an area of special educational need, then we would urge them to talk to their child's class teacher, our SENDCo or Headteacher. Parents can also gain important advice and support from SENDIASS (previously Support4SEND or Parent Partnership http://www.hampshiresendiass.co.uk) or contact the Independent Parental Special Educational Advice team (www.ipsea.org.uk).

How does our school provide support for children with SEND?

Our SENDCO, supported by the SEND Governor, regularly checks how well SEND support is helping children in our school.

Through monitoring, observing and assessing a child's needs, staff work together with the SENDCo to put in place appropriate support and provision. The progress of all children is monitored Termly. Parents Evenings are held to discuss how children are doing and parents receive a pupil profile which includes individual targets to support progress.

In the Summer Term, all parents receive an end of year written report, detailing progress within all areas of learning and parents are invited to discuss this with their child's class teacher. In addition, we encourage parents to discuss any concerns they may have as and when they occur, in person by making an appointment with their child's class teacher. Parents are also invited to contact our SENDCo or Headteacher whenever they wish.

A child with complex SEND may require further support and as such an Education, Health and Care Plan (EHCP) may be applied for, which means a formal meeting will be held annually to discuss progress and a report will be written.

Class based learning is adapted for all children in our school. Some individual targets are supported within lessons by the class teacher or a Learning Support Assistant (LSA), others may be supported outside of a lesson through a specific intervention programme which may be delivered by a trained teacher or LSA.

Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by an LSA. We also aim to make sure our learning environment meets all our children's needs.

As a school, we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk/benefit assessment is carried out which considers the needs of children with SEND. Where necessary, we meet with parents to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of school clubs.

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. PSHE lessons provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have trained Wellbeing Assistants who are able to offer additional support. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents are consulted.

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

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- Hampshire Educational Psychology
- NHS Therapists including those for Speech and Language, Occupational and Physiotherapy
- Hampshire Specialist Team Advisors including those for Hearing Impairment, Visual Impairment and Physical Disabilities
- Hampshire Primary Behaviour Service
- Health Services including School Nurse and Child and Adolescent Mental Health Service (CAMHS)
- Children's Services
- Specialist provision outreach services

We seek support from outside agencies for staff and families whenever it is needed. We have an experienced SENDCo overseeing provision within our school and an effective team of LSAs. Staff training is ongoing to ensure the school is kept up to date with any changes and priorities. The training needs within our school reflect the needs of the staff and children we work with. Our SENDCo meets regularly with SENDCos from other local schools in meetings chaired by an Educational Psychologist.

How accessible is our school?

Reasonable adjustments have been made to improve accessibility. Our school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. Risk assessments are in place to ensure the safety of all children when they are using facilities such as our wooded area.

In addition, we liaise with EMTAS (Ethnic Minority and Traveler Achievement Service) who assist us in supporting our families with English as an additional language and travellers.

How will the school prepare and support children who join the school or transfer to a new school?

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEND, an additional transition plan may be put in place. This will generally include early discussions with the school they are coming from or going to and any external agencies who are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them. A Transition Partnership Agreement (TPA), which details clear targets and action points, may be put in place to support transition if it is felt necessary.

Who can parents contact for further information?

If parents are unsure about any of the support or provision being made for their child, they should not hesitate to contact the school office to make an appointment. The best way to contact any of the persons below is through the admin office either by phone: 02392 550551 or by email adminoffice@losjunior.co.uk

The best people to contact are:

Headteacher: Mrs Lucy Faulkner

Special Educational Needs Co-ordinator (SENDCO): Mrs Vicki Holloway (Sept 2026-Dec 2026); Mrs Emma Leahy from Janaury 2027

SEND Governor: Jules Furniss

If parents feel their concern is not resolved through this process, they should refer to our Complaints Procedure which can be found on our school website. Lee-on-the-Solent Junior School is a mainstream school which strives to provide the best learning opportunities for all children. Our core values promote an inclusive school community. We recognise that all children are individuals who have different learning needs and we work hard to ensure all children are given the right balance of support and challenge.