



SEND Information Report 2026-27

Winnall Primary School

The Special Educational Needs or Disability Coordinator (SENCo) is Mrs Anna Scarr

adminoffice@winnall.hants.sch.uk

Tel: 01962 853889



**Winnall Primary
School**

Our school is a mainstream setting for pupils age 4-11.

Accessibility



*How accessible is the school both
indoors and outdoors?*

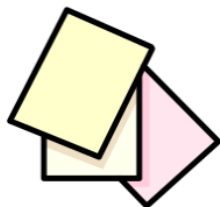
Wheelchair access

The office is accessible via a ramp. The school is on one floor.

Other adaptations

There are accessible toilet facilities and a disabled parking bay in the staff car park.

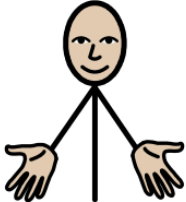
Policies



The following school policies are available on the school website:

- Special Educational Needs and Disabilities (SEND)
- Safeguarding
- Child Protection
- Bullying
- Behaviour
- Equalities Policy
- Attendance
- Complaints
- Accessibility Plan
- Admissions

<https://www.winnallprimary.com/Policies/>

What areas of SEN are provided for? 	At Winnall Primary School we provide an inclusive education and curriculum catering for all pupils. There are four broad areas of Special Educational Needs and Disabilities, as set out in the SEND Code of Practice. These are: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Needs If a child has SEND, then their needs will be found in one or more of these categories. A school's provision for SEND is defined as support which is additional to or different from that which is ordinarily available to all pupils.
How does the school know if my child needs extra help? 	At Winnall Primary School, we know children need extra help if: • Concerns are raised by parents or carers, a teacher or the child. • Assessments indicate that a child needs provision beyond universal high quality inclusive teaching and ordinarily available provision. • There is a change in the pupil's behaviour or progress. • When a previous setting highlights a specific need through the transition process. • When a child is identified as not being on track to meet Age Related Expectations. • When a child is performing below Age Related Expectations. • When there are significant emotional needs. The school will use observations and information gathered from parents, class teacher, SENCo and external agencies when appropriate, to build up a holistic profile of pupil needs. This is supported by a variety of assessments and tracking procedures. These will be in line with the SEND Code of Practice 2015.
What should I do if I have concerns about my child or I think my child may have SEND?	If you have concerns about your child, you should contact the class teacher in the first instance.



If you still have concerns you should speak to the SENCo, Mrs Anna Scarr. She can be contacted via the school office, and works Mondays, Tuesdays and Wednesdays.

Not every child who experiences a difficulty will have SEND. Children may experience difficulties with learning, behaviour, attendance, emotional wellbeing or other aspects of school life for a variety of reasons. The school considers each child's individual circumstances and uses assessment and professional judgement to determine whether they require SEN Support.

How will the school staff support my child?



At Winnall Primary School we believe that all teachers are teachers of pupils with SEND. Class teachers are responsible for the progress of pupils in their lessons. Your child's needs will be met within the class, through high quality teaching, and 'ordinarily available provision' which takes account of the needs of each child.

If your child is identified as having SEND, then their name will be added to the SEND register.

The progress of all children is reviewed on a regular basis.

If necessary, the class teacher will work with the SENCo to produce a plan for your child and set appropriate targets.

If needed, a Personalised Learning Plan (PLP), will be put in place. Parents/carers will receive a copy of this, and are welcome to discuss this further with school staff. The PLP will be reviewed in October, February, and June.

Pupils may have access to specific group work to pre-teach concepts or vocabulary or to address identified gaps in learning. This support is available to any child and can include key skills in phonics, reading, writing or maths or may have a focus on pastoral support. These groups may be run by the Class Teacher or Learning Support Assistant.

Where children show a particular difficulty or are making limited progress, the school may support your child with individual support. Such interventions are short term, often 1:1 or small group

	programmes, designed to give children intensive support in a specific area of difficulty. The suitability of the intervention programme is dependent on child's ability and age. The SENCo is responsible for organising this provision. Fully trained Learning Support Assistants would normally deliver these interventions. Parents are notified through Parent/Teacher consultations if their child is receiving individual support. Individual support can include: • Speech and Language support (including Lego Therapy) • Precision Teaching – to support pupils in reading, spelling or maths • One to one Fast Track phonics interventions • Paired or 1:1 Reading – to develop accuracy and fluency • Attention / Focus skills groups • Talking & Drawing • TALA • Social Skills groups Referrals may be made to outside agencies, such as the Educational Psychology Service, Speech and language Therapy Service, Primary Behaviour Service or Occupational Therapy Service, for advice or assessment. Children identified by the SENCo as having specific difficulties may have a Personalised Learning Plan (PLP) or an Individual Behaviour Management Plan (IBMP). These plans include small targets and provisions to support your child to make progress. They are reviewed every term by the teacher, SENCo and any other adults who work with your child. PLPS and IBMPs are shared with parents at termly parents' evenings or sooner if a more frequent review cycle is requested by either school staff or parent to support the child's needs. The documents are flexible within school and if a child has met a target, school staff will automatically progress the child onto a new target without having to wait for the next review. The SENCo monitors provision and works with the Class Teacher to ensure that needs are being met. Where a child makes accelerated progress which boosts them back on track to meet their age-related expectations, additional support will stop. Strategies to minimise
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	barriers to learning for that child in the classroom will continue through high quality inclusive teaching and ordinarily available provision. Where a child is identified as having SEND, the school uses a graduated approach of Assess, Plan, Do and Review. This means we assess the child's needs, plan appropriate support and outcomes, put the agreed provision in place, and regularly review its impact. Parents/carers and pupils are involved in this process wherever appropriate.
What if my child has an Education Health and Care Plan (EHCP)? 	For children whose needs are severe, complex or long term, specialist support from the Local Authority, Speech and Language Therapy, Educational Psychology Services or from Medical teams may be necessary. Pupils may join Winnall Primary School with an EHCP in place from their pre-school or previous school. The school will consider the arrangements and provision listed in the EHCP and work in consultation with parents and professionals to put support in place. Children who have an EHCP will have an annual review. This is a meeting whereby we all review the EHCP, suggest ways forward and monitor progress. Professionals, staff and parents are all invited to the meeting and have the opportunity to share reports, discuss successes and areas for development.
What if my child may need an Education, Health and Care Plan?	Where, despite appropriate SEN Support, a child or young person continues to have significant needs and may require provision beyond that which can ordinarily be provided through SEN Support, the school or parents/carers may request an Education, Health and Care needs assessment (EHCNA). The school (or you) can request that the local authority carry out a statutory assessment of your child's needs. An EHCNA is a legal process through which the local authority considers whether a child or young person requires an Education, Health and Care Plan (EHCP). If an EHCP is issued, it will describe the child's special educational, health and social care needs and the provision required to meet those needs. Winnall Primary School values that this process will be undertaken as a partnership between home and school and other professionals that have been involved with your child's support.

	The school will send the request to the local authority. This is a large document full of information about your child and you will have been included in the collection of evidence and your opinions sought. The local authority will decide, based on the evidence given, whether or not to proceed with the assessment. If the local authority declines the request, they will give school and home reasons behind the decision. If the request is successful the EHCP will outline provision your child may need, such as individual/small group support, types of strategy and provision that may be put in place. It will also give long term and short-term goals for your child. Winnall Primary School will work in consultation with parents to put the provision/strategies in place as listed in the EHCP.
What specialist services and provisions are available and accessed by the school? 	Specialist provision available in school: • Speech and language care plans delivered • Attention and Focus Intervention • Rainbow Room (sensory room) • Thrive Approach • TALA • Drawing and Talking • Lego Therapy • Early Talk Boost • Precision teaching • Phonics booster • Reading booster • Sensory Circuits Specialist services accessed by the school: • Hampshire Educational Psychologist service • NHS Speech and Language Therapy • Hampshire Communication and Interaction Team

	• Occupational Therapist • Physiotherapist • Outreach support from local specialist provision including Shepherds Down Special school and Lantern's Children's Centre • Primary Behaviour Support Service • Young Carers • Friends of the Family • Specialist teacher advisors e.g. for physical difficulties, visual impairment • School Nurse • Child and Adolescent Mental Health Service (CAMHS) • Mental Health Support Team • Early Help Hub • Hampshire Inclusion Team • Ethnic Minority and Traveler Achievement Service (EMTAS)
What training is available to staff supporting pupils with SEND? 	The SENCo is Anna Scarr who is a very experienced SEN teacher, having worked in a number of Hampshire Schools (special, mainstream and resourced provision). The SENCo supports staff in planning and resourcing for children with SEND. As part of the performance management cycle, every staff member has opportunities to improve practice, teaching and learning of all pupils, including those with SEND. Staff attend training in response to the needs of the children in the school. In addition, staff access training during staff meetings, LSA meeting and INSET days linked with whole school and SEND priorities identified in the whole school and SEND action plans. Individual staff may also access advice and support from outside agencies working with specific children. The school is committed to ensuring that staff training is monitored and kept up to date.
What support is available for my child's overall well-being?	Winnall Primary School offers a variety of pastoral support for all pupils, including those who are encountering emotional, behavioural or social difficulties. Children may need pastoral support in the short term or over a longer period as appropriate to their individual needs. We can offer: • The Thrive Approach



- A Pastoral Lead – TALA / Talking and Drawing
- Orchard Lunch (quiet lunch club)
- Behaviour support strategies / emotion coaching
- Zones of Regulation
- Signposting to relevant agencies
- Bespoke one to one support when appropriate
- Social Skills interventions

School staff work with outside agencies including the Primary Behaviour Support Service and CAMHS mental health workers to develop strategies and resources to support mental health and well-being.

We offer mental health and wellbeing workshops to parents remotely and in person through the course of the year.

The Senior Mental Health Lead in School is Dan Wakefield.

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



Through termly pupil progress review meetings and PLP review meetings where appropriate, the class teacher along with the SENCO / Senior Leadership Team discusses the pupil needs and plan appropriate support.

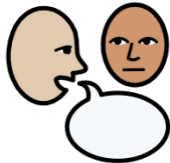
Parent views are sought through at least termly review meetings when a child has a personalised learning plan (PLP) and/or Individual Behaviour management Plan (IBMP).

Pupils with an EHCP will have an annual review where progress is shared.

Parents are welcome to talk through progress concerns with their Class Teacher and/or SENCo, through making an appointment with the school office in addition to termly parent meetings.

All children receive an annual report from their Class Teacher during the summer term.

How will my child be included in activities outside the school classroom including school trips? 	Reasonable adjustments are made so that pupils with SEND are included on all school trips including residential, playtimes and lunchtimes, after school clubs and all extra-curricular activities. Appropriate adaptations are made where necessary, to ensure all children can access activities. Decisions are made in consultation with parents and staff working with the child. Wraparound provision is accessible to all children, including those with SEND. Extra-curricular activities are accessible for children with SEND.
How does the school involve parents and communicate progress? 	Winnall Primary School communicates progress and involves parents by: • Promoting regular communication through the school reading diary between the class teacher and parents. • Promoting an 'open door policy' to ensure that parents feel able to discuss and share any concerns with school staff as soon as they become apparent. • Personal learning Plans (PLPS) completed for pupils on the SEN register shared termly at parents' evening. • Termly parent/teacher consultations with the class teacher. • Appointment system to see the SENCo on the same evenings as parent/teacher consultations • EHCP Annual Review Meetings. • Sharing IBMPs with parents. • Meetings with school staff, parents and outside agencies where appropriate. • Annual school report. • Links are made with charitable organisations which support families i.e: SENDIASS) https://www.hampshiresendiass.co.uk/ • Early Help Hub assessment meetings are accessed to support families. • Outside agencies are contacted as the need arises e.g.: Primary Behaviour Support Service, Hampshire Educational Psychology service, School Nurse, Specialist CAMHS, Hampshire Specialist Parenting Support Service. • School based Pastoral Lead.

How will Winnall Primary School prepare pupils with SEND to join their next setting? 	We have carefully planned and structured transition programmes in place for pupils with SEND at Foundation Stage, end of Key Stages and all other times where support with transitions might be needed. Foundation Stage staff and the SENCo meet with Pre-schools and Transition Partnership agreements (TPAs) are written for pupils with complex needs. Social stories are used to support transition to new classes or new members of staff. Year 6 staff and the SENCo meet with secondary staff to plan transition arrangements for pupils who need additional support and TPAs are written for pupils with complex needs. Letters sent home will tell parents of open evenings, etc. to be held at all local secondary schools. Secondary school staff are invited to annual reviews in the spring term of Year 6 for pupils with EHCPs. Open 'stay and play' sessions for preschoolers are held in the summer term. Home visits support your child meeting their new teacher ahead of the new school year.
How are children involved in their provision? 	At Winnall Primary School a Person Centered Planning approach is adopted whereby pupils are asked to contribute their views in a format in which they feel comfortable. Pupils are asked to contribute by: • Discussing and contributing towards targets set on PLPs through pupil conferencing with their class teacher. • Verbal or written contributions to TPAs, Annual reviews or EHCP requests.

	• Attendance at TPAs or annual reviews. • Sharing their views through School Governors
Medical Needs 	We manage the administration of medicines and personal care in line with Hampshire Health and Safety Guidelines. Health care plans written for all pupils with significant care needs.
Extra Information 	Link to Hampshire Local Offer: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6 Link to Winnall Primary School Policies: https://www.winnallprimary.com/Policies/ Link to SENDIASS: https://www.hampshiresendiass.co.uk/ Our Complaints Policy can be found on the school website
Glossary of Terms and Acronyms 	SENCo – Special Educational Needs Coordinator SEND – Special Educational Needs and Disabilities SALT – Speech and Language Therapist EP – Educational Psychologist OT – Occupational Therapist CAMHS – Child and Adolescent Mental Health Service PBS – Primary Behaviour Service EHCP – Education, Health and Care Plan TPA – Transition Partnership Agreement Ordinarily Available Provision – refers to the adjustments, strategies and approaches that schools should routinely use to remove barriers to learning and enable pupils to access the curriculum. Quality First Teaching – High quality, inclusive teaching. TALA – Therapeutic Active Listening Assistant

Completed by SENCo:	Anna Scarr
SEN Governor:	Carol Rees Williams
Head Teacher:	Sally Peckett
Review Date:	October 2027 (annually, or more frequently to reflect changes)