



Durley

CE (Controlled)
Primary School

Special Educational Need (SEND) Information Report

2025 - 2026

This document has been produced under the requirement of the SEND Information Regulations, under section 69 of The Children and Families Act 2014, the SEND Code of Practice 2015 and the development of the Hampshire county Council Local Offer.

<p>1. The kinds of Special Educational Needs for which provision is made at the school.</p>	<p>Durley Primary School is a mainstream Church of England Primary school which strives to provide the best learning opportunities for all children. Our core Christian values of love, respect and forgiveness, promote an inclusive school community.</p> <p>The school, including the governing body, recognises that all children are individuals who each have different learning needs. We work hard to ensure all children are given the right balance of support and challenge.</p> <p>We provide support for children across the four areas of need as set out in the SEND Code of Practice, 2015:</p> <ul style="list-style-type: none"> ● Communication and interaction ● Cognition and learning ● Social, emotional and mental health difficulties ● Sensory and/or physical needs
<p>2. How does the school know if children need extra help and what do I do if I think my child has special educational needs?</p>	<ul style="list-style-type: none"> ● The school has a Policy for the provision for children with SEND (Special Educational Needs and Disabilities) which is available on the school website www.durley.hants.sch.uk ● We liaise and work closely with our cluster school and pre-school colleagues during times of transfer between settings. ● We follow the Code of Practice in how we assess and provide for children with SEND. ● Class teachers continually monitor and assess all our children as well as their welfare and will raise concerns about progress or learning with parents as well as the SENCo and Headteacher. Class teachers meet with senior leaders to discuss pupil progress each term, and highlight causes for concern. ● Assessment of children's learning may include a range of diagnostic tools. ● We liaise with external agencies and health professionals and seek advice where necessary.

	<ul style="list-style-type: none"> • Parents are encouraged, in the first instance, to raise any concerns with their child's classteacher, who may seek advice and support from other members of staff.
<p>3. How will both you and I know how my child is doing and how will you support me to support my child's learning?</p>	<ul style="list-style-type: none"> • The SENDCO is Nikki Lawrence, supported by Headteacher Caroline Grist and the SEND governor, James Irving, who regularly checks how well SEND support is helping children in our school. <hr/> <ul style="list-style-type: none"> • Through monitoring, observing and assessing a child's needs, staff work with the SENDCO to put in place appropriate support and provision. • Progress is shared with parents termly through parent teacher meetings in the Autumn and Spring and written, end of year reports in the summer term. • Parents are encouraged to discuss any concerns regarding progress or a child's wellbeing with their child's classteacher. • If a child has a more complex SEND an Education, Health Care Plan may be put into place, which means a formal meeting will be held annually to discuss progress and a written report will be produced.
<p>4. How will the school staff support my child?</p>	<ul style="list-style-type: none"> • The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the appropriate support they need in order to make progress. • School staff are deployed as appropriate to the children's needs which could include a range of approaches such as in class support, out of class interventions, small group support or directed work.
<p>5. How will the curriculum at the school be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teachers strive to deliver high quality inclusive teaching which provides appropriate support and challenge within mixed-age classes. • The school delivers an exciting, stimulating curriculum delivered in the most multi-sensory manner possible in order to engage all children. • Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil needs.

<p>6. How is the decision made about what type of and how much support my child will receive?</p>	<ul style="list-style-type: none"> ● Appropriate access arrangements will be put into place, as according to guidance, for school's informal and statutory formal examinations and testing. ● Teachers will offer high quality inclusive class teaching. ● In addition to classroom teaching, additional sessions, learning support, differentiated materials and requirements, additional resources and individualised learning may be appropriate. ● Advice from external agencies will be utilised in planning support and identifying outcomes for children with SEND.
<p>7. What activities are available for children with SEND in addition to those available as part of the school's curriculum?</p>	<ul style="list-style-type: none"> ● We highly value opportunities for learning outside of the classroom and believe all children should be able to participate in these experiences wherever possible. ● Prior to trips and visits staff complete risk assessments which consider the needs of children with SEND, making changes and modifications where necessary. ● If additional support or arrangements are required, we will meet with parents to discuss further. ● We aim to ensure that all children, including those with SEND, have the chance to participate in school clubs.
<p>8. What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> ● The social and emotional wellbeing of our pupils is valued and we have worked to develop and maintain a strong community ethos. ● Personal, social, health and emotional education (PSHE) provides the opportunity for children to discuss issues such as self esteem, relationships, friendships, teamwork and negative experiences such as bullying. Children are taught school values through assemblies and other events throughout the year. The school follows the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme for relationships and health education. ● As a school, we believe that skilling up our Teaching Assistants to provide emotional and well-being support is effective, as opposed to having a dedicated member of staff fulfilling an Emotional Literacy Support Assistant (ELSA) role. Where necessary, if we feel a child requires emotional support, a plan will be put in place, in discussion with

	<p>parents, to support a pupil's wellbeing. We are developing all staff to be able to support children with their social and emotional wellbeing through continuous professional development training within school and through individual training with external agencies such as Cognitive behavioural Approaches (CBA), Supporting Loss and Bereavement and Therapeutic Active Listening (TALA).</p> <ul style="list-style-type: none"> • We liaise with various external agencies for support when needed and relevant. These include educational psychology, specialist teacher advisors, primary behaviour support, outreach, school nursing, and CAMHS (Child and Adolescent Mental Health Services).
<p>9. The name and contact details of the SEND Co-ordinator (SENDCO).</p>	<ul style="list-style-type: none"> • The SENDCO for Durley CE (Controlled) Primary School is Nikki Lawrence. She can be contacted via the school office at adminoffice@durley.hants.sch.uk or on 01489 860207. She works on Tuesdays and Thursdays.
<p>10. What training is provided for staff supporting children and young people?</p>	<ul style="list-style-type: none"> • We have links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services where children meet the criteria. Agencies include <ul style="list-style-type: none"> o Educational psychologist o Therapists for speech and language, physiotherapy and occupational therapy o Specialist advisors for hearing impairment, visual impairments and physical difficulties o Health services including school nurse and CAMHS o Medical advice such as paediatricians or clinical psychologists o Social care o Outreach services o Other agencies • Our SENDCO oversees provision within the school and provides training for teachers and learning support assistants. • Individual teachers and support staff are encouraged to attend courses relevant to the current needs of children in their class. Individual training needs with regards to

	<p>SEND are largely identified through the performance management process in which all staff take part.</p> <ul style="list-style-type: none"> • Some recent SEND-related training courses which focused staff members have completed include Emotion Coaching, Comic Strip Conversations, Understanding and Meeting the Underlying Needs of Behaviour, and Cognitive Behavioural Approaches (CBA).
<p>11. How accessible is the school (indoors and outside)?</p>	<ul style="list-style-type: none"> • The school is mainly positioned on one floor with one overall level, although one classroom has a mezzanine. Access to most doors is ground level, where there is a step to one door although there is an alternative exit. There is one accessible disabled toilet for both children and adults. There is wheelchair access to classrooms, the hall and to toilets. One classroom is on two levels with a staircase within the room. Reasonable adjustments have been made to improve accessibility. • The school has three accessible parking spaces. • We have a small physio room, shower and electrical bed to accommodate changing. • Additional resources and physical supports, such as ramps, ear defenders and sensory resources, are available and may be used to support individual children.
<p>12. How are parent/ carers and children involved in the school? How can I get involved and who can I contact for further information?</p>	<ul style="list-style-type: none"> • It is always our aim to work as closely as possible with parents and carers and to involve them in making decisions about the best ways to meet the needs of their child. • Please also see 3. • Additional opportunities for parents and carers to discuss their child's progress and wellbeing can be made at any time. These can be asked for at any time by the parent carer or may also be arranged by the school to review targets or following agency advice.

	<ul style="list-style-type: none"> ● At Durley Primary School we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. All children have a termly pupil conference regarding their learning where they have the opportunity to discuss their successes and next steps. ● There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. There is a worry box in each classroom which is regularly checked by the classroom support staff and acted upon. ● Planning around the Educational Health Care Plans will incorporate formal recording of children's views. These may be recorded directly by the child or appropriate support will be put in place in order for their views to be shared and recorded.
<p>13. What steps should I take if I have a concern about the school's SEND provision?</p>	<ul style="list-style-type: none"> ● If parents and carers are unsure or concerned about any aspect of support or provision for their child they should contact the school office to make an appointment to see their child's classteacher, SENDCO or the Headteacher. ● If you feel your concern is not resolved, please refer to our complaints procedure which can be found on our website.
<p>14. How will the school prepare and support my child to join the school, or to transfer to the next stage?</p>	<ul style="list-style-type: none"> ● We have links with our local pre-school where a large number of our pupils come from when they enter Year R. Information is transferred between settings and consideration is given to how best to ensure a smooth transition to our school. ● We encourage all new children to visit the school prior to starting when they will be shown around the school and introduced to key people. For children with SEND, we encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current pre-school or school setting. ● We also write social stories with children if transition is potentially going to be more challenging for them. ● When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits for SEND children, where possible.

	<p>Our 'feeder' secondary school, Wyvern College, has a Summer Holiday programme specifically tailored to aid transition for the more vulnerable pupils.</p> <ul style="list-style-type: none"> ● 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. ● If your child has complex needs then an IPA (Inclusion Partnership Agreement) or EHCP (Education Health Care Plan) review will be used as a transition meeting during which we will invite staff from both schools to attend.
<p>15. Where can I get further information about services for my child?</p>	<ul style="list-style-type: none"> ● The SEND information included in this document is provided as part of the Local Authority's Local Offer. The website for Hampshire's Local Offer can be found at: http://www3.hants.gov.uk/parents-SEND/SENDd-localoffer.htm