



Four Marks CE Primary School Special Educational Needs and Disabilities Information Report 2025-2026

THE DIFFERENT KINDS OF SEND THAT ARE PROVIDED FOR:

We aim to support the four main areas of special educational needs and/or disabilities (SEND) in the SEND Code of Practice, which are:

Communication and interaction

Cognition and learning

Social, emotional, and mental health difficulties

Physical and/or sensory needs

For information about Hampshire's Local Offer for Special Educational Needs and/or Disabilities please see the link on our school website.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS A SPECIAL EDUCATIONAL NEED OR DISABILITY?

At Four Marks C of E Primary School, children are identified as having SEND through a variety of ways including the following:-

- Liaison with pre- schools/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Concerns raised by teacher for example if behaviour or self-esteem is affecting performance
- Liaison with external agencies
- Termly testing – reading, comprehension, spelling, Maths
- Health diagnosis through paediatrician

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child's Class Teacher, SENDCo, Inclusion Manager or Headteacher
- 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.

HOW WILL SCHOOL SUPPORT MY CHILD?

Who will oversee, plan, work with my child and how often?

- The SEND Pathway is a graduated approach to ways in which needs may be met, as all children are unique and may require different provision.
- Our SENDCo and Inclusion Manager oversee all support and progress of any child requiring additional support across the school.
- 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 Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary or helpful by the Class Teacher. The regularity of these sessions will be explained to parents and recorded on their Individual Provision Map (IPM), when the support starts.

WHO WILL EXPLAIN THIS TO ME?

- The Class Teacher will offer to meet with parents at least on a termly basis (this could be as part of Parent Consultation Evening) to discuss a child's needs, support and progress.
- Parents are welcome to ask for a meeting with their child's class teacher. This is arranged through the front office, who will then inform the teacher, and a mutually agreeable time will be arranged.
- The SENDCo or Inclusion Manager will liaise with parents with any other concerns.
- For further information the SENDCo or Inclusion Manager are happy to discuss support in more detail.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENDCo reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the SENDCo/Inclusion Manager. They also report to the Governors to keep them all informed.
- The Governors oversee the priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

What are the school's approaches to differentiation and how will that help my child?

- Work within classes is pitched at an appropriate level so that all children are able to access it according to their specific needs. Work is differentiated so that all children can access a lesson and learn at their own level.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment to meet with either the Class Teacher, Inclusion Manager 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.
- 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.
- If your child is on the SEND Support register they will have an Individual Provision Map (IPM) and/ or an Individual Behaviour Management Plan (IBMP) which will have individual / group targets. This is discussed on a termly basis and parents are given a copy of the IPM. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has a specific need, they may have a TPA (Transition Partnership Agreement) or have an Education, Health and Care Plan (EHCP), which means that formal meetings and an Annual Review will take place to discuss your child's progress and reports will be written/ reviewed.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we measure children's progress in learning against National Expectations and Age Related Expectations
- The Class Teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R

through to Year 6, using a variety of different methods including the Early Years Foundation Stage Profile, National Curriculum levels, reading, comprehension, spelling and Maths assessments, SATs, NFER assessments and Teacher assessments.

- Children who are not making expected progress are picked up through Pupil Progress review meetings with the headteacher, Class Teacher and SENDCo/ Deputy Headteacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulties or barriers to their learning and what further support can be given to aid their progression.
- When the child's IPM is reviewed, comments are made against each target to show what progress the child has made. If the child has achieved their targets, new ones may be set to extend these further or it may be decided that an IPM is no longer needed. If a child has not met a target, the reasons for this will be discussed, then the target may be adapted or made into smaller steps or a different approach may be tried to ensure the child does make progress.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL- BEING?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the Class Teacher liaises with the SENDCo/Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has two trained ELSAs (Emotional Literacy Support Assistants) who work under the direction of the SENDCo, with vulnerable children during the school day.
- Parental and pastoral support is available through our inclusion team, including parenting support, courses and signposting to other external agencies.
- If your child has complex or significant healthcare or physical needs, a Healthcare Plan would be used to identify and manage care arrangements appropriately.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines on the school site. (See Useful Documents Information section of our website.)
- Parents need to contact Sonya Fullick (in the school office), the Class Teacher, the SENDCo or the Inclusion Manager 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 and record the administration of any **prescription** medicines, if parents/guardians have completed the relevant forms.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. Many staff hold full First Aid certificates, which are updated annually.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we have a very positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and pupils. This is based on the 'Empowerment Approach' (Kit Messenger). We have a self-regulation toolkit, as part of a whole school approach, to help children understand their feelings and behaviours and give them an opportunity to make choices about how they self-regulate.

- If a child has difficulties managing their behaviour 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.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. The Primary Behaviour Support Team can offer support to pupils, teachers and parents if appropriate. They also offer Thrive assessments to help the pupil and class teachers put strategies in place to support a child's emotional health and wellbeing.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported to the Headteacher. The SENDCo or Inclusion Manager will contact parents to discuss instances where attendance or punctuality is poor and giving cause for concern. We will try to support parents and individual children to encourage good attendance and punctuality.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through Class Circle/Discussion Time or through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have IPMs (Individual Provision Maps) or Individual Behaviour Management Plans (IBMP) also have an individual pupil passport where they can share their views about their strengths and discuss and set their targets with their Class Teacher.
- Children have opportunities to have 1:1 or group conferences with staff or governors, where they are asked specific questions about different aspects of school life, to give us a picture of what is working well at school and what could be improved.
- There is regular pupil conferencing, where we actively seek the viewpoints of children, especially concerning being able to speak to a trusted adult if they have a worry.
- If your child has a TPA (Transition Partnership Agreement) or Education, Health and Care Plan (EHCP) their views will be sought before any review meetings.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo is fully qualified and accredited. Our Inclusion Manager is also a trained SENDCo.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists; Occupational Therapists; Educational Psychologists, Social Services including - Locality Teams and Social Workers.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have two members of staff trained as ELSAs (Emotional Literacy Support Assistants) who receive regular supervision from Educational Psychologists.
- The SENDCo, has support setting up Speech & Language programmes from Speech & Language therapists.
- A number of Teachers and LSAs are trained to support children with behavioural difficulties.
- Many of our LSAs have had training in delivering reading and spelling / phonics programmes and have had training in dealing with Autism, ADHD and Dyslexia. They have also received training in

improving memory, processing skills, de-escalation and self-regulation and the 'Empowerment Approach' (Kit Messenger).

- The LSAs have a weekly meeting where they share good practice, disseminate CPD information and take part in training such as Forest School, phonics and play leader activities or training to support specific needs.

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.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health, safety and dignity will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum areas will be provided in school.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school site has a number of levels and staircases. In addition, our school building is built into a hill, which means that there are several levels externally. Whilst our site is wheelchair accessible with ramps at specified fire exits, and has a disabled toilet large enough to accommodate changing, for pupils where mobility is difficult, our site would present on-going, additional difficulties. Please contact the school for a visit if you feel this would apply to you.
- We aim to reduce and eliminate barriers to accessing to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities, and respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils
- The school will continue to seek and follow the advice of LA services, such as our Educational Psychologist, Occupational specialist teacher advisers, SEN inspectors/advisers and of appropriate health professionals from the local NHS Trusts to help us support any child's needs.
- The school will take account of the needs of staff, pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. In order to improve our provision, we will:
 - Listen to pupils to find out what constitutes a barrier for them.
 - Draw on parents expertise to gain insights into what has worked well at home or in other settings.
- Our school has an Accessibility Plan, which can be found on our school website
- We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language and those who are part of a Traveller community.

WHAT ARE THE ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND HAVE SPECIAL EDUCATIONAL NEEDS?

- Any child with an Education, Health and Care Plan naming Four Marks CE Primary School will be admitted, if through consultation with County, it is felt that we can meet their needs. This will sometimes require extra funding or support. Where possible such children will be admitted within the PAN. (Published Admissions Number, the maximum number of students a school can admit into a specific age group)
- When Four Marks CE Primary School is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to children in the following order:
 1. Looked after children or children who were previously looked after.
 2. Children or families with an exceptional medical and/or social need. Each application must include supporting evidence from an independent professional such as a doctor and/or consultant for medical needs or a social worker, health visitor, housing officer, the police or probation officer for social needs. This evidence must confirm the child or family's medical or social need and why that need(s) makes it essential that the child attends Four Marks CE Primary School rather than any other (see definition i). Applicants will only be considered under this criterion if on the application form (online or paper) they have ticked the appropriate box explicitly indicating that they wish for their application to be considered under medical / social need and supporting evidence is submitted with the application.

(i) 'Medical need' does not include common medical conditions supported in mainstream schools, such as asthma or allergies. 'Social need' does not include a parent's wish that a child attends the school because of a child's aptitude or ability or because their friends attend the school or because of routine childminding arrangements. Priority will be given to those children whose evidence establishes that they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose evidence establishes that a family member's physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Evidence must confirm the circumstances of the case and must set out why the child should attend a particular school and why no other school could meet the child's needs. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one school above any other.

- The school has a Designated Teacher for Children in Care (CiC) who checks in with them regularly, can be a trusted adult for them to talk to, tracks their progress during their time at the school and is an advocate for them.
- The Designated Teacher will be involved in writing a Personal Education Plan (PEP) for any CiC and will support them in achieving their targets. They will liaise with Social Workers, Foster Carers and other agencies to ensure the CiC has smooth transitions and access to high quality education.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit and be shown around the school, prior to starting.
- For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings.
- We welcome new children and if they transfer at the beginning or mid-year we buddy them up with children from their class. We talk to parents, previous schools, look at records and assess them to see if they have any additional needs that we can support them with.
- We can write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go on to secondary education, we arrange additional visits. At our 'feeder' secondary schools, Perins School, Amery Hill School and Eggars School, they run programmes specifically tailored to aid transition for the more vulnerable pupils.
- 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 additional needs then a TPA (Transition Partnership Agreement) or an EHCP review may be used as a transition meeting during which we will invite staff from both schools to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that the needs of all children who have Special Educational Needs or Disabilities are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are partially funded from the SEND 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 LSA.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The Class Teacher alongside the SENDCo and the parents will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels, so we offer a graduated approach.
We encourage on-going discussions with parents and they are welcome to contribute information to IPMs and meetings.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IPMs and ensuring they are being met.
- By observing the confidence levels of children in the areas they have been working in and other areas of school life.
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off the SEND Support register when they have 'caught up' or made sufficient progress.
- Termly testing results in reading, comprehension, spelling and Maths.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- The first point of contact would be your child's Class Teacher to share your concerns.
- You could also arrange to meet Mrs Cox, our SENDCo or Mrs Dean-Hughes, our Inclusion Manager.
- Look at the SEND policy on our website.
- Contact SENDIASS (Parent Partnership) – www. <https://www.hampshiresendiass.co.uk/>
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

HOW DO I RAISE A COMPLAINT IF I HAVE A CONCERN ABOUT THE SEND PROVISION MY CHILD IS RECEIVING?

The first point of contact should always be your child's current class teacher. All of our teachers are happy to speak to parents, if they are available, at the end of a school day, either informally or by prior arrangement. Also we have timetabled opportunities throughout the year for parental consultation meetings. Regular progress information is shared and a full school report issued at the end of the year. If you still feel concerned after having spoken to the class teacher then you can contact the SENDCo/Inclusion Manager. Should you still feel the matter is unresolved please see the complaints policy on the school website.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Headteacher, Mr Glew or our SENDCo, Mrs Cox, who would willingly discuss how the school could meet your child's needs.

email:communications@fourmarks.hants.sch.uk

Additionally, the school liaises with and can discuss or refer parents/carers to the following agencies for information and support:

- IPSEA (Independent Parental Special Educational Advice): www.ipsea.org.uk/
- SENDIASS, offering independent, free advice for parents of children with SEND: <https://www.hampshiresendiass.co.uk/>
- Primary Behaviour Support
- Parental Support Advisor (PBS)
- The School Nursing Service
- Social Prescriber (referred by your G.P.)
- CAMHS Child and Adolescent Mental Health Service <https://hampshirecamhs.nhs.uk/>
- Child-Well-Being Practitioner (CWPs) CAMHS
- The National Autistic Society Hampshire Branch: <http://www.shantsnas.org.uk/>
- Hampshire Dyslexia: <http://www.hantsda.org.uk/>
- Hampshire Child and Adolescent Mental Health Service: <https://hampshirecamhs.nhs.uk/>
- Hampshire Parent and Carer Network <http://www.hpcn.org.uk/>
- Hampshire Educational Psychology Service, which includes an advice phone line and bookable consultations for parents/carers and school; Phone 01252 814729/01252 814835 (Tuesdays, Wednesdays & Thursdays: 9:30-11:am
<http://www.hants.gov.uk/educationandlearning/educationalpsychology>
- Speech and Language Therapy Service: [http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-\(paediatric\).aspx](http://www.hampshirehospitals.nhs.uk/our-services/a-z-departments-and-specialities/s/speech-and-language-therapy-(paediatric).aspx)
- Winchester Young Carers: <http://wycp.org.uk/>

- Family support and parenting courses <https://www.barnardos.org.uk/get-support/services/hampshire-healthy-families-0-19>
- Family support with behaviour and emotional issues <https://www.myfamilycoach.com/>
- Friends Of The Family, offering voluntary support for families who need help: <https://www.fotfwinchester.org/>
- Winston's Wish, a national charity supporting families that have been bereaved: <http://www.winstonswish.org.uk/>
- Simon Says, a local charity supporting families that have been bereaved: <http://www.simonsays.org.uk/>
- SONUS, Hampshire Deaf association: <http://www.sonus.org.uk/>
- NDCS, National Deaf Children's Society: <http://www.ndcs.org.uk/>
- Broadlands riding for the disabled: <https://www.broadlandsgrouprda.org.uk/>
- Church of the Good Shepherd Family support and Youth Worker: <https://goodshepherdfourmarks.org.uk/online-church/cogs-family/>