



Park View Primary School
Rooted in Care, Rising with Purpose

SEN Information Report

January 2026

Introduction

Park View Primary is a mainstream school with a resourced provision for children with hearing impairment. We operate a policy of inclusion where all pupils have an equal opportunity to engage in a creative, broad and balanced curriculum that enables them to reach their full potential.

In 2014, government legislation required all schools to publish an SEN Information Report. Our report is based on the Special Education Needs and Disability Code of Practice (2015). We have also taken care to ensure that the requirements of the Children and Families Act (2014), the Equality Act (2010) and the Special Education Needs and Disability Regulations (2014) have been met through the provision that we have on offer.

Special educational provision is provision that is ‘**additional to or different from**’ that made generally available within the classroom (SEND Code of Practice, 2015). This means provision that goes beyond the differentiated approaches and high-quality teaching normally provided.

Children at Park View will be identified with SEND (Special Educational Needs and Disabilities) in line with the Code of Practice 2015 and categorised into 4 main areas of need on the SEND Register :

- **Communication and interaction needs** – includes speech and language needs as well as social communication differences such as autism.
- **Cognition and learning needs** – relates to support needed with their learning including specific learning difficulties such as dyslexia.
- **Social, Emotional and Mental Health needs** – those relating to their ability to manage their emotions or mental health such as anxiety and ADHD
- **Physical and Sensory needs** – includes sensory processing differences, physical disabilities and hearing impairment.

A specific diagnosis may not mean that the child requires provision which is ‘additional to and different from’ so they would not be placed on the SEN Register.

Park View Primary School’s SENCo is Miss Grace Fletcher. The SENCo provides support and training to staff in school, oversees and reviews current SEND provision and liaises with the child, parents and external agencies to ensure the best possible provision for children with SEND.

Frequently Asked Questions

How does the school know that a child needs additional support?	At Park View Primary School, children are identified as having special educational needs or disabilities (SEND) by following the graduated approach set out in the Code of Practice (2015) and guidance from the Hampshire Local Authority. A child will be identified as having SEND through a variety of ways, which often combines the following: - Assessment against government criteria documents and guidelines for children with SEND. - Regular and ongoing monitoring by the class teacher and SENCo for at least a 6 week period. - Liaison with previous school. - Tracking the child's progress and effectiveness of in-class supports. - Use of Hampshire SEND criteria. - Concerns raised by parent. - Concerns raised by teacher. - Liaison with external agencies e.g. physical/ sensory issue - Specific screening such as speech and language, NHS Therapy pack or dyslexia At Park View Primary, we believe a child's needs are fluid and children identified as having SEND may not require that additional support for their whole schooling. We aim to provide swift identification and early intervention to enable children to close the gaps with their peers and develop independent learning skills which they can use moving forward.
How can I raise concerns?	- Talk to us. - Contact your child's class teacher in the first instance or the SENCo, Miss Grace Fletcher, about your concerns. - SENCo can be reached via the school office Tel: 01256 322616 or Email: senco@parkviewprimary.hants.sch.uk - Miss Fletcher will also be available for drop in appointments during Parents Evenings and often attends Coffee & Chat sessions for more informal chats.
How does Park View Primary support a child with SEND?	All children in school share a common entitlement to a broad and balanced curriculum. Every child is different and high-quality inclusive teaching (or Ordinarily Available Provision) is at the heart of how we support learning for all pupils. Teachers carry out regular and ongoing assessments to ensure that learning is adapted to the level that every child needs. Children with special educational needs may also be set individual targets in their Individual Education Plan (IEP). These targets may be worked on by careful in-class adaptations or a targeted intervention that may take place outside the classroom with the aim of making accelerated progress in a specific area of learning.

	If a child has an Education Health and Care Plan (EHCP), they will receive adjustments and interventions in line with the recommendations set out in their plan. This may require a personalised curriculum. When a child is working within a personalised curriculum, this will be carefully tailored to their specific needs, overseen by the SENCo and following advice from external professionals where appropriate. We make many adaptations to support children's learning, these include but are not limited to: - Adapted tasks and/or personalising the curriculum. - Small group teaching and/or increased 1:1 support. - Visual timetables, now, next and then boards, packet system, reward charts, individual workspaces. - Using recommended aids for specific disabilities. - Seeking and following advice from professionals and specialists. - Using a range of teaching strategies, for example: giving longer processing times, adapted language, pre-teaching of key vocabulary, visual supports, practical resources, breaking down instructions. - Access to specific programmes such as NHS Therapy Pack, Nessy, FIEPS or precision teaching
How does Park View Primary aim to achieve the best outcomes for children with SEND?	Our values start with the provision for all children: - All children have access to high quality teaching, ordinarily available provision, directed teacher led time, work with an LSA and independent learning time. - All teachers are teachers of SEND - All children are valued and treated as individuals - All children have the same opportunity for the school make reasonable adjustments to meet their needs, a diagnosis is not a necessary requirement for additional provision - All children are entitled to make progress commensurate to their peers, regardless of starting points or barriers to learning. We always put the child at the heart of the decision-making process and ensure parents are fully involved in the provision that is put in place for their child. We strive to ensure that every child achieves their full potential through carefully differentiated planning and high-quality inclusive teaching.
Who is responsible for my child's provision?	- The SENCo works with the Head teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school. - Class teachers develop and deliver the provision, supported by learning support assistants. - Each person has an important role to play in creating the best support for your child.

How does Park View Primary School know a child with SEND is making progress?	Assessment is an ongoing process at Park View and teachers will carry out formal assessments regularly as well as ongoing formative assessments during lessons through their questioning. The formal assessments used are: - Year R children are assessed against the government Baseline, - Phonics screening in Year 1 and retake in Year 2 if needed - Termly assessments in Reading and Maths using NFER tests (this may not be their academic year) - Dyslexia Screening - Salford (reading age), Vernon (spelling age), Sandwell (numeracy age) every term. - Assessments conducted by external agencies Teachers and SENCo meet formally every term to discuss all children on the SEN register and review progress and provision. SENCo and teacher also have regular informal meetings. Teachers, overseen by SENCo, will review IEPs half-termly and share these with parents termly.
What training have the staff supporting SEND had or what training are they having?	- LSAs receive training in order to carry out specific interventions and assessments e.g. Language Link Groups, Nessy, Precision Teaching - Our SENCo attends regular network meeting under the supervision of the educational psychologists. - Our SENCo attends regular conferences to keep up-to-date with all policy and provision for SEND Nationally as well as specific training relating to our school, for example, <i>Embedding Ordinarily Available Provision</i>. - Our trained ELSAs attends regular meetings under the supervision of the educational psychologists. - The SENCo delivers regular SEND updates to all staff via INSET training and staff meetings. - We have an LSA trained to deliver 1:1 speech and language programmes under the guidance of the school's link speech and language therapist and the SENCo. - Staff can attend regular optional signing classes to learn Sign Supported English. - Staff receive regular specific training through staff meetings and INSET days. Focuses in recent years have been on understanding neurodiversity and autism; behaviour and communication; trauma-informed practice; ordinarily available provision. These are often led by Educational Psychologists, Speech and Language Therapists or Specialist Teacher Advisors.
	CAMHS (Child & Adolescent Mental Health Service) Children's Services School Nurse Primary Behaviour Service

What specialist services and expertise are available or accessed by the school?	Basingstoke Early Help Hub Maple Ridge Outreach Support Basingstoke Young Carers EMTAS (Ethnic Minority and Traveller Achievement Service) Educational Psychologist PATCH Team NHS Therapy Team - Speech and Language Therapist, Physiotherapist, Occupational Therapist Specialist Teacher Advisors Specialist Teachers of the Deaf Youth Offending Team Hampshire Specialist Parenting Courses Alternative provision available for children with an EHCP
How will I know if my child is making progress and how can I support my child at home?	The class teacher, and/or the SENCo, will invite to meet with you at least on a termly basis to discuss your child's needs, support and progress. This meeting may be as part of a parent consultation evening or an additional meeting arranged between the parent and class teacher and may be in person or via virtual or a telephone call. Your child may have an Individual Education Plan (IEP) which will have individual targets. Your child's IEP is continually reviewed and comments are made against their targets to show what progress your child has made, identifying changes that may be required. Targets are also formally reviewed each half-term and new targets set. These reviews are added and sent to parents in the termly IEP document. If your child has complex SEND they may have an Education, Health and Care Plan (EHCP). This means that a formal meeting with parents, school staff and other professionals involved in the education of your child will take place at least once a year to discuss their progress and to agree on the next steps. A report will be written at least annually. This is known as an Annual Review.
What support will there be for my child's social and emotional wellbeing?	The Mental Health Lead at Park View is Mrs Barrow, who can be reached via the school office who may be able to assist with gaining support from external professionals. We offer a variety of pastoral support for pupils who are encountering emotional or social difficulties. These include: - Promoting a caring ethos and environment where your child knows that they can talk to an adult at any time. - Providing a range of interventions to give pupils a time to talk in a structured and safe environment through ELSA, FEIPS and Thrive. - Providing structured activities during lunch times as well as before and after school clubs. - Providing the opportunity for your child to work with a play therapist. For children with medical needs, we will ensure a care plan is in place, and that all staff are aware of the needs, and there are trained staff to deal with an emergency should one arise.

What support is there for behaviour, avoiding exclusion and increasing attendance?	If a child has significant behaviour difficulties an Individual Behaviour Plan (IBP) may be written to identify the specific issues, put relevant support in place and set targets. This is reviewed regularly and adapted where necessary. The school has a clear behaviour policy which is followed by all members of staff. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher.
How will my child be included in activities outside the classroom including school trips?	We will do all we can to make reasonable adjustments for all pupils to be able to fully participate in every aspect of the curriculum and school life. For example, hiring a coach with wheelchair access, changing the location of our residential visit in Year 6 and having a wheelchair race at sports day. We also provide alternative activities at playtimes such as reading, drawing and construction. We have purchased a wheelchair height sand and water tray and basketball hoop which are available for all children to use. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. To ensure this happens, we may increase levels of staffing, request support from parents or carers, allow extra time for activities, or seek further advice. Furthermore, risk assessments are carried out and procedures are put in place to encourage all children to participate. However, we recognise that at times your child may not feel able to participate in an activity due to individual needs and we will do all we can to provide a reasonable alternative activity. Where this may cause difficulties for your child, there will be the option for your child to stay at home that day.
How accessible is the school environment?	We will always make reasonable adjustments to accommodate the needs of the children at the school and we are happy to discuss individual access arrangements. Our accessibility plan is available to view on our website. Most areas of the school are located at ground level and are wheelchair accessible. Where areas of the school are less accessible, careful consideration is taken to prevent children with disabilities from being treated less favourably. For example, some of the classrooms are upstairs and the school does not have a lift. A child with a disability would have the same opportunity to move classroom each year as their peers between the classrooms which are accessible. We have the following facilities to support children with a disability access the school: - Ramps from some of the downstairs classrooms into the playground, - Disabled toilet facilities, - Specialist equipment from the specialist teacher advisory service (STAS) for physical disability

	- Use of equipment from Hampshire Equipment Services.
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 which is available to parents. Parents need to contact the school if medication is recommended by health professionals to be taken during the school day. As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
Who can I contact for further information?	The first point of contact will be your child's class teacher. You can also contact the SENCo, Head Teacher or SEND Governor if you have further concerns. You might also wish to: - Look at the school's SEND and related policies on our website. - You can also contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the website , email: hampshiresendiass@coreassets.com or telephone: 0808 1645504 - IPSEA (Independent Parental Special Education Advice) website: www.ipsea.org.uk , telephone: 01799 582030 - Hampshire Local Offer https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page
How is Park View Primary School's Special Needs Report reviewed?	This report will be reviewed annually by the SENCo and the SEN Governors, and a report presented to the Full Governing Body. This report was reviewed: January 2026 by Miss Grace Fletcher