

SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT

The Federation of Broughton and West Tytherley Primary Schools

Academic year 2026–2027

This report explains how the Federation implements its SEND policy and the support available for children and young people with special educational needs and disabilities (SEND). It is intended to complement the Federation's SEND Policy and Hampshire's SEND Local Offer.

Last reviewed	September 2026
Next review	September 2027, or sooner if guidance, legislation or provision changes
Executive Headteacher / DSL	Lucy Macey
SENDCo	Hannah Lowey

1. What kinds of SEN does the school provide for?

The Federation is a mainstream primary setting.

It supports pupils across the four broad areas of need:

- Communication and interaction – including difficulties understanding or expressing language and using the social rules of communication. The policy notes that pupils on the autism spectrum often have needs in this area.
- Cognition and learning – including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, moderate learning difficulties, severe learning difficulties, and profound and multiple learning difficulties.
- Social, emotional and mental health (SEMH) – including needs associated with anxiety, depression, eating disorders, attention deficit disorder/ADHD, attachment difficulties and adverse childhood experiences. These may present through challenging or disruptive behaviour, withdrawal or isolation.
- Sensory and/or physical needs – including visual or hearing impairment, multi-sensory impairment and physical impairment.

The Federation recognises that pupils may have needs across more than one area and that needs can change over time. Identification is therefore focused on understanding the pupil's full range of needs and the barriers affecting access, participation and progress, rather than simply assigning a primary category.

2. How does the school identify and assess pupils with SEN?

The Federation aims to identify barriers to learning at the earliest opportunity. Pupils are assessed on entry and at regular intervals, using information from previous settings and key stages where appropriate. Assessment considers attainment alongside wider development, behaviour, wellbeing, engagement, communication and social needs.

Key tools for identifying needs are:

- Ongoing assessment for learning within lessons.

- Termly summative assessments and termly Pupil Progress Meetings.
- Observation and tracking of behaviour, wellbeing and engagement.
- Information from parents/carers, pupils and previous settings.
- Consideration of short-term factors such as social or familial disruption where these may affect presentation or progress.
- Additional assessment tools, where appropriate, such as Sandwell for mathematics or Salford for reading.
- A graduated response where concerns remain despite high-quality teaching.

Less-than-expected progress may include progress significantly slower than peers from the same baseline, failure to maintain a previous rate of progress, failure to close an attainment gap, or a widening gap. The Federation also recognises that slow progress or low attainment does not automatically mean a pupil has SEN, and age-related attainment does not necessarily mean that a pupil has no learning difficulty or disability.

3. How does the school consult with parents/carers and pupils?

The Federation places the pupil at the heart of decisions about special educational provision. It has an open-door approach, with formal and informal opportunities for parents/carers to speak with staff.

- Early discussions with the pupil and parents/carers when additional special educational provision is being considered.
- Opportunities through parents' evenings and additional meetings requested by the family or school.
- Parents/carers are asked about concerns, aspirations, changes in need and the impact of support outside school.
- Pupils are given opportunities to explain strengths and difficulties, contribute to targets or outcomes, attend review meetings where appropriate, and give feedback on interventions.
- Parents/carers of pupils on the SEN register are invited to participate in decisions and provide feedback.
- Where an IEP is used, it is shared with parents/carers each term with an opportunity to provide feedback or meet with the class teacher.
- The views of pupils and parents/carers are taken into account in decisions, whenever possible and appropriate to the pupil's age and stage.

4. How does the school assess and review progress towards outcomes?

The Federation follows an Assess, Plan, Do, Review graduated approach. Support is reviewed regularly and movement between levels is based on individual circumstances and the pupil's response to provision.

1. Universal offer – high-quality teaching adapted through challenge, scaffolding, modelling, resources, classroom adaptations and responsive assessment.
2. Keep Up Support – targeted adjustments such as pre-teaching, clearer modelling, scaffolds, temporary adaptations and environmental/classroom adaptations.
3. Targeted Support – focused intervention, entry/exit assessments and tracking of the child's response to support.
4. SEND Support – where significant barriers remain, a personalised programme may be documented through an Individual Education Plan (IEP) with specific, measurable targets and reviewed provision.

5. Specialist Support – where significant barriers or very limited progress remain, specialist advice may be requested, with parental consent where required.

The impact of provision is monitored through termly assessment, pupil progress meetings, support trackers, IEP reviews, EHCP reviews, learning walks, book scrutiny, pupil work, questionnaires and interviews. IEPs are reviewed internally at least half-termly and shared with parents termly where an IEP is in place. EHCPs are reviewed annually, with provision reviewed each term.

5. How does the school support pupils with SEN to access the curriculum and learning?

The Federation provides a broad, balanced and appropriately differentiated curriculum. Its universal provision includes high-quality teaching adapted to individual strengths and needs, appropriate challenge, scaffolding, modelling, resources, classroom adaptations and responsive assessment.

- Pre-teaching of specific areas where appropriate.
- Clear modelling and scaffolding to support independence.
- Temporary adaptations to address gaps in learning and build confidence.
- Environmental and classroom adaptations, including positioning and regulation resources where appropriate.
- Support for communication, language and literacy.
- Opportunities to develop understanding through available senses and experiences.
- Support for full participation in learning and physical/practical activities.
- Support to manage behaviour and emotions and participate safely and effectively.

The Federation considers whether a pupil is disabled under the Equality Act 2010 and makes reasonable adjustments where required.

6. How does the school support pupils with SEN to participate in activities outside the classroom, including school trips?

The Federation's stated aim is that pupils with SEND and medical conditions take part in school activities alongside pupils who do not have SEND. Provision is adapted to remove or reduce barriers and reasonable adjustments are made where required.

- Individual needs are considered when planning participation in school activities.
- Reasonable adjustments are made for pupils with disabilities.
- Medical conditions are appropriately supported so pupils can access education, school trips and physical education.
- Where necessary, additional support, equipment, risk assessment or individual arrangements may be used.
- Enhanced transition arrangements and preparation can be used where a change of environment or activity may create additional barriers.

7. What support is available for improving emotional, social and mental health?

The Federation takes a whole-child approach to wellbeing. Staff monitor behaviour, wellbeing and engagement as well as academic progress. Persistent disruptive or withdrawn behaviour is not automatically treated as SEN; the school considers possible underlying factors.

- Social-skills interventions delivered by trained teachers or teaching assistants where appropriate.
- Reasonable adjustments in line with the Behaviour Policy.
- Behaviour support plans and risk assessments where needed.
- Multi-agency Early Help approaches where behaviour may be associated with experiences such as trauma, bereavement or parental separation.
- Working with families and relevant external services where longer-term SEMH needs require additional support.
- Safeguarding arrangements that recognise the additional barriers that pupils with SEND may face in recognising and reporting abuse, exploitation or neglect.
- ELSA/TALA and thrive style support available for teachers to refer children to each term.

8. What expertise and training do staff supporting pupils with SEN have?

All Federation teachers are trained to work with children with SEND. Staff have access to advice, information, resources and training. A comprehensive annual CPD program identifies and fulfils any training needs. This can be done internally or through engaging with a wider range of experts such as the educational psychologists, specialist advisory teachers, primary behaviour service, school nursing etc.

- The SENDCo, Hannah Lowey, completed the National Award for SEND Coordination in 2023.
- The SENDCo attends network meetings and undertakes professional activity to keep up to date with SEND developments.
- Training is provided to teaching and support staff as required.
- The Headteacher and SENDCo monitor staff training needs and incorporate identified needs into continuing professional development.

9. How does the school involve and work with external agencies?

Where a pupil's needs require specialist input, the Federation may work with external professionals. Specialist advice may support assessment, strategies, materials, target setting and, in some cases, direct support.

- Educational Psychology
- Hampshire Autism Team
- Speech and Language Therapy
- CAMHS Links Service
- Physiotherapy

- Occupational Therapy
- Emotionally Healthy Schools Team
- Specialist teachers and support services
- School nurses
- Primary Behaviour Service
- Social services

With parental consent, the SENDCo may request external specialist advice where higher levels of need are identified. The Federation can identify SEND and make provision but does not provide diagnoses; parents are advised to contact their GP if they think their child may have ASD, ADHD or another disability.

10. How are resources allocated and matched to children's SEN?

The SENDCo advises on the deployment of the school's delegated budget and other resources so that pupils' needs can be met effectively. The Federation's school-based SEN Support provision is funded through the school's notional SEND budget. Where applicable, higher-level needs funding may also be available from the local authority.

Support is matched to assessed need and evidence of impact. The Federation reviews provision regularly and adjusts, reduces, increases or changes support according to the pupil's circumstances and response to intervention.

11. How is the decision made about what type and how much support a pupil receives?

There is no single fixed pathway for every child. The Federation uses a graduated model so that the right support is provided at the right time.

- Class teachers identify barriers and first consider adjustments within high-quality teaching.
- Where concerns continue, the class teacher works with the SENDCo and/or Headteacher to agree next steps.
- Pupil and parent/carer views are gathered and considered.
- The nature, intensity and duration of support are informed by assessment, observation, evidence of progress and the impact of previous provision.
- The SENDCo may become more directly involved where needs are more complex.
- Specialist advice may be sought, with parental consent where required.
- Where a pupil may require provision beyond school-based SEN support, the school and family may consider whether an EHC needs assessment is appropriate.

Inclusion on the school's SEN Support Register is an internal mechanism for oversight of needs, provision and progress; it does not represent a diagnosis. A diagnosis does not dictate a certain type of support. All support is tailored to best meet the needs of the individual child.

12. How does the school support pupils with SEN when they join or leave the school, or move between classes?

The Federation aims to make transitions between settings and key stages as smooth as possible. Information is shared with the next school or setting.

- Where a pupil is joining with previously identified SEN, external agency involvement or an EHCP, the Federation works in a multi-agency way to obtain relevant information before the pupil starts where possible.
- School records, assessment information, relevant safeguarding information, SEND information, pupil profiles, SEND/inclusion plans, EHCPs and recent targets are requested when pupils transfer.
- The SENDCo liaises with potential next providers so pupils and parents/carers are informed about options and a smooth transition is planned.
- Enhanced transition can include additional meetings, extra visits, opportunities to meet key staff and places, and a transition booklet tailored to individual need.
- When a pupil moves to another setting, relevant SEN and provision information is sent to the appropriate school or institution in a timely manner.

13. What are the arrangements for admitting pupils with SEN or a disability?

The Headteacher follows the Federation's Admissions Policy when admitting pupils with SEND. Where a child transfers from another setting, the Federation requests relevant records to support continuity of provision.

- Reasonable adjustments are made for disabled pupils so that they are not placed at a substantial disadvantage compared with other pupils.
- Auxiliary aids or services are provided where reasonable.
- Where the school is oversubscribed, admissions follow the published oversubscription criteria.
- The Federation's SEND Policy states that the school must admit pupils whose EHCP names the school before other places are allocated, in accordance with the relevant statutory framework.

More details can be found in our Accessibility Plan which is on our school website.

14. How does the school ensure accessibility and prevent disabled pupils being treated less favourably?

The Federation is committed to equal opportunities and recognises individual and diverse needs within a caring and non-judgemental ethos. It makes reasonable adjustments to teaching, the curriculum and the school environment so that pupils with SEND are included in school life.

- Reasonable adjustments in teaching, curriculum and the school environment.
- Auxiliary aids or services where reasonable.
- Support for communication, language and literacy.
- Adaptations that enable participation in learning and physical/practical activities.

- Consideration of access arrangements and reasonable adjustments under the Equality Act 2010.

More details can be found in our Accessibility Plan which is on our school website.

15. How does the school support pupils with medical conditions?

Pupils with medical conditions are supported so they can access education, school trips and physical education.

Where a medical condition meets the definition of disability, the Federation complies with the Equality Act 2010 and makes reasonable adjustments.

- Specific staff training may include maintaining auxiliary aids and equipment, use of an EpiPen and management of diabetes.
- The school office is responsible for administration of medicines and health care plans/protocols.
- A separate Medical Needs Register is maintained.

16. How does the school support attendance for pupils with SEN?

The Federation recognises that pupils with SEND may face complex barriers to attendance. The attendance ambition for pupils with SEND is the same as for other pupils, while recognising that additional support may be needed. The Federation's approach to pupils absent because of SEND is set out in its Attendance Policy.

17. What arrangements are in place for safeguarding pupils with SEN?

The Federation Designated Safeguarding Lead is Lucy Macey. Hannah Lowey is the Deputy Designated safeguarding lead across The Federation. Each school has an additional member of staff who is Deputy Designated safeguarding lead for their school. At West Tytherley this is Owena Archer, at Broughton this is Clare Yates. The Federation recognises that pupils with SEND can face additional safeguarding challenges and that communication barriers may affect recognition or reporting of abuse, exploitation and neglect.

Safeguarding and child protection records may form part of information transferred between settings where appropriate, alongside SEND and assessment information. Further details are contained in the Federation's Safeguarding/Child Protection Policy.

18. What should parents/carers do if they are unhappy with SEND provision?

The Federation aims to work in partnership with parents/carers and takes concerns seriously. The SEND Policy states that concerns should first be raised informally with the class teacher, SENDCo or Headteacher, with formal complaints then handled under the school's Complaints Policy.

- Raise concerns with the class teacher, SENDCo or Headteacher in the first instance.
- If the concern is not resolved informally, submit a formal complaint under the Federation's Complaints Policy.
- Parents/carers may also use the local authority's disagreement-resolution and mediation arrangements where applicable.

- Hampshire SENDIASS provides impartial information, advice and support for children, young people and families.

Details of how to access the Federation's Complaints Policy and the current Hampshire disagreement-resolution/mediation can be found on the School website.

19. Where can parents/carers find further information and support?

The Federation's SEND Policy identifies Hampshire's Local Offer as a key source of information. Hampshire's SEND Local Offer provides information about education, health, social care, preparation for adulthood, leisure services and impartial advice/support. Hampshire also provides information about SEN support in mainstream schools and SENDIASS.

Useful links:

- Hampshire SEND Local Offer: <https://www.hants.gov.uk/educationandlearning/send>
- Hampshire SEN support in schools: <https://www.hants.gov.uk/educationandlearning/send/sen-pathway/sen-support-in-schools>
- Hampshire SENDIASS / impartial information and advice:
<https://www.hants.gov.uk/educationandlearning/send/support4send>

20. How is SEND provision monitored and evaluated?

The Headteacher and Senior Leadership Team monitor and evaluate the quality of provision for all pupils, while the SENDCo monitors and evaluates the quality of SEND provision.

- Analysis of pupil tracking data and assessment results at pupil progress meetings.
- Comparison with national data and age/starting points where appropriate.
- Progress against individual targets.
- Half-termly or annual reviews for pupils with IEPs or EHCPs.
- SENDCo learning walks and book scrutiny.
- Review of pupils' work.
- Pupil questionnaires and interviews led by SEND link governor
- Feedback from pupils and parents/carers.

The SEND Policy is reviewed annually, or sooner if legislation or guidance changes. The SEN information report is also updated annually and as soon as possible after changes to the information it contains.

Federation SEND contacts

Executive Headteacher / Designated Safeguarding Lead	Lucy Macey
SENDCo	Hannah Lowey
SEND link governor	Chris Lloyd

This report should be read alongside the Federation SEND Policy and the current Federation and Hampshire Local Offers.