



Isbourne Valley School

Special Educational Needs & Disabilities (SEND) Information Report

2025 - 2026

Introduction

This document sets out how Isbourne Valley School identifies and provides for children who may have special educational needs or a disability. It aims to provide information and answer questions which parents may have. It should be read alongside the Inclusion Policy.

What does Special Educational Needs (SEN) mean?

Children with Special Educational Needs & Disabilities (SEND) are children who have significantly greater difficulty learning than other children or a disability which means they need different facilities or provision to other children.

What are the first steps Isbourne Valley School will take if special educational needs are identified?

Children with SEND and/or a disability may have SEND support and have a 'My Plan' or 'My Plan+'. A 'My Plan' means that a child needs a targeted approach in addition to what is provided for all children in school.

A 'My Plan +' means that an assessment has been completed to assess what support a child may need from other agencies.

A few children may need an Education, Health and Care Plan (EHCP). These children have a high level of need.

What should parents/carers do if they think their child has SEND (Special Educational Needs or a Disability)?

In the first instance parents are asked to discuss their child's needs with the class teacher. If they continue to have concerns they can contact the Inclusion Leader.

How will Isbourne Valley School include parents and students in planning support?

Children and families are involved in writing the My Plan, My Plan + or EHCP. There will be meetings to review the child's progress and discuss the support the child is receiving.

For children with a My Plan or a My Plan + the meetings will involve the parents, class teacher and possibly the Inclusion Leader. For children with a My Plan + or an EHCP other agencies may also be involved.

How will Isbourne Valley School teach and support children with SEND?

For children who require SEN support the teachers and teaching assistants working with the children will be involved in assessing individual needs, setting outcomes and planning support accordingly with help from the Inclusion Leader if needed. For some children specialist support agencies will also be involved in setting outcomes and the teachers, teaching assistants and Inclusion leader will plan support and allocate resources. If appropriate, we may use  commercially produced screening programmes to help with the identification of need. Support for children with an EHCP will be outlined on their plan according to their individual needs.

Intervention programmes are used as relevant to individual needs and may be delivered in groups or one to one.

Provision and programmes may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise an intervention and to monitor its effectiveness
- staff development and training to introduce more individualised support
- advice from other agencies

materials and support from other agencies (eg Speech and Language Therapist)

- Dancing Bears/Bear Necessities
- 'Fizzy' programme to develop fine and gross motor skills
- Funky Fingers and the Teodorescu handwriting scheme for specific fine motor skill development
- Numberstacks

EHCP

Provision will be made related to the child's individual needs which may include individual support, access to LA support services and outreach or inreach from special schools.

How do we assess and evaluate the provision we have arranged for your child?

The provision arranged will be assessed and evaluated in review meetings. New outcomes will reflect these assessments and provision will be altered, if necessary, to meet the needs of your child. Progress is monitored by the class teacher, Inclusion Leader and Headteacher. Progress will be discussed with parents/carers at review meetings at least 3 times a year.

Who will be working with your child?

Your child's teacher will organise the support required which may include individual or group support from a teaching assistant. For some children other agencies may also be involved, for example a Speech Therapist, an advisory teacher or an Educational Psychologist. For these children support is organised by the class teacher after discussion with the Inclusion leader. Support for children with an EHCP will be outlined on their plan according to their individual needs.

How does Isbourne Valley School ensure that the information about a child's SEND or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

My Plan, My Plan + or EHCP and details of children's individual needs are given to staff who regularly work with the child. They are also available in the classrooms for supply staff.

What role will the child's teacher play?

The child's teacher takes a lead role in assessing individual needs and organising support through **their** My Plan **or** My Plan+.

What expertise does our school and do our staff have in relation to SEND?

Staff from Isbourne Valley School have experience of working with children with a range of individual needs. Members of staff have received training to support children with specific medical needs, where necessary. Advice has also been received and acted upon from specialist advisory teachers (ATS) and the Educational Psychologist and Speech and Language Therapists.

Which other services do we use to provide for and support our pupils?

Services used are relevant to individual needs and may include:

- School Nurse
- LA support services
- Educational Psychologist
- Advisory teachers
- Speech and Language Therapists
- Occupational Therapists

Outside agencies may be involved in the review and setting of outcomes for children with SEND.

How does Isbourne Valley School provide support to improve the emotional and social development of our SEND pupils?

Support is offered to all children through PSHE. As a small school with a high adult to pupil ratio all our pupils, including those with Special Educational Needs, have the opportunity to learn in a supportive family environment. Some

children may attend sessions with our ELSA (Emotional Literacy Support Assistant) to support their emotional and social development.

Children with SEND who require additional support with personal care will have this included within their My Plan, My Plan + or EHCP. This will be written in consultation with medical staff, school staff, parents and children.

What access do our SEND pupils have to facilities and extra-curricular activities available to all children?

All pupils are valued as individuals and have access to the school facilities and extra-curricular activities as far as is practical irrespective of any SEND that they may have; a risk assessment may be carried out for any extra-curricular activities to ensure that children can participate. Further information is available in our School Accessibility Plan.

Who will be talking to and keeping in touch with parents/carers?

The class teacher is the first point of contact. Parents and carers will be involved in review meetings with the class teacher to review and set outcomes. The Inclusion Leader and other professionals may be involved in these meetings if appropriate.

How do we prepare our school to welcome and support SEND pupils?

As part of our induction programme we visit local pre-schools to meet children and the staff who have been working with them. The EYFS Lead and /or Inclusion Lead will meet with the Special Educational Needs Coordinator (SENDCo) of settings to discuss the needs of children with SEND and may attend review meetings. All children who have a place at Isbourne Valley School are invited to introductory sessions and parents are encouraged to arrange a meeting with the EYFS Lead and/or Inclusion Leader to discuss any additional needs their children have.

How do we arrange and support a transfer to another school/educational establishment?

Information about pupil progress, attainment, SEND and provision is passed on to receiving schools by Isbourne Valley School. The Inclusion Leader may speak to staff from a receiving school, arrange a meeting or work with a receiving school to organise a transition programme if it is decided this is necessary.

Where can you find our SEND policy?

Our policy for children with SEND is part of our Inclusion Policy which is available on our website and from the school office.

What role do the governors have?

The Governing Body is responsible for the publishing of the Inclusion Policy and ensuring that parents are informed and reported to. The Inclusion Governor is responsible for SEND and regularly meets with the Inclusion Leader to monitor updates of the SEND registers, interventions, progress and value for money and feeds this information back to the Governing Body.

What can you do if you are not happy?

If you have any concerns or questions at any stage please speak to your child's class teacher in the first instance. If you still have questions or would like to discuss your child's needs further please then arrange to see the Inclusion Leader.

Other relevant policies

This document should be read alongside the following other policies which may contain relevant or helpful information:

Inclusion Policy
School Accessibility Plan
Pupil Behaviour Policy
Anti-bullying Policy
Offsites Visits Policy
Medicines Managing and Administering Policy
Complaints Policy
Intimate Care Policy

Inclusion Leader: Harriet Jackson
Governor: Rachel Bale

Adopted by Isbourne Valley School Governing Body on 8th July 2026

Next review Spring term 2027