



# Special Education Needs (SEN) Information Report

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## Key Document Details

**School Name:** Southbroom Infant School

**Version no:** 2

**Author:** Tim James

**Owner:** Tim James

**Approved by:** Southbroom Chair of  
Governors

**Ratified date:** September 2025

**Next review date:** September 2026

## Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for, SEND, read our SEND policy.

You can find it on our website – [click here for the link](#).

**Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1. What types of SEN does the school provide for?

Southbroom Infant School is an inclusive mainstream school. Our school provides for pupils with the following needs:

Area of Need	Condition
Communication and Interaction	Autism Spectrum Disorder (ASD)
	Speech and Language Difficulties
Cognition and Learning	Specific Learning Difficulties (SpLD) (including dyslexia, dyspraxia, dyscalculia)
	Moderate Learning Difficulties
	Severe Learning Difficulties
Social, Emotional and Mental Health (SEMH)	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Tiff Butcher . She a qualified teacher and is working towards the National Award in Special Educational Needs Co-ordination.

Contact details – [admin@southbroom-inf.wilts.sch.uk](mailto:admin@southbroom-inf.wilts.sch.uk), 01380 723184

### The SENCo will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

We ensure that teachers have the skills that they need to teach the range of SEND in their class through teacher training and professional development using in-school and external professional development. Where more specific intervention is required, staff are trained to deliver evidencebased interventions to support children in reading, writing and maths.

Staff receive training from external professionals so that they can meet the needs of individuals within their class. Recent training has included Autism Education Trust, school nurse medical needs training and Attention Autism.

### **Teaching assistants (TAs)**

We have a team of 4 TAs who are trained to deliver SEN provision.

All teaching assistants are trained to deliver interventions which are appropriate for the key stage they work within. Across the school various interventions are delivered, some of the interventions delivered last year include; catch up and keep Little Wandle phonics (In EYFS and KS1), Welcomm Speech and Language, SPARKs (gross and fine motor) and maths fluency.

### **Inclusion Team**

The school has a Family Support Advisor, who is also an Emotional Literacy Support Assistant (ELSA) trained. She works with children, parents and teachers to support the emotional, social and mental well-being of children and ensure that appropriate support is in place for families.

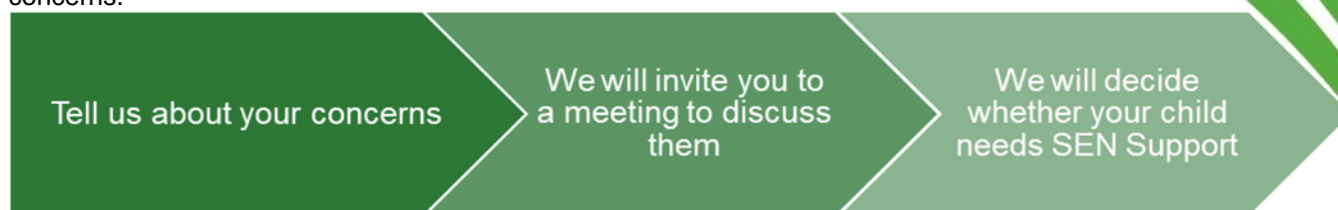
### **External agencies and experts**

In addition to using our staff expertise, we sometimes need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Primary Mentors
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Virtual School (for Looked After Children)
- Young Carers
- Social Emotional and Mental Health (SEMH) Support Team

### 3. What should I do if I think my child has SEN?

If you think that your child might have SEN, please book a meeting with the Class Teacher to talk about your concerns.



If you think your child might have SEN, the first person you should tell is your child's teacher. (You can speak to your child's teacher at the start or end of the day or speak to the school office and they will arrange a meeting for you.)

They will pass the message on to our SENCO, Tiff Butcher, who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support in class to help to close the gap. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO may observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create an Individual Pupil Plan for them.

## 5. How will the school measure my child's progress?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

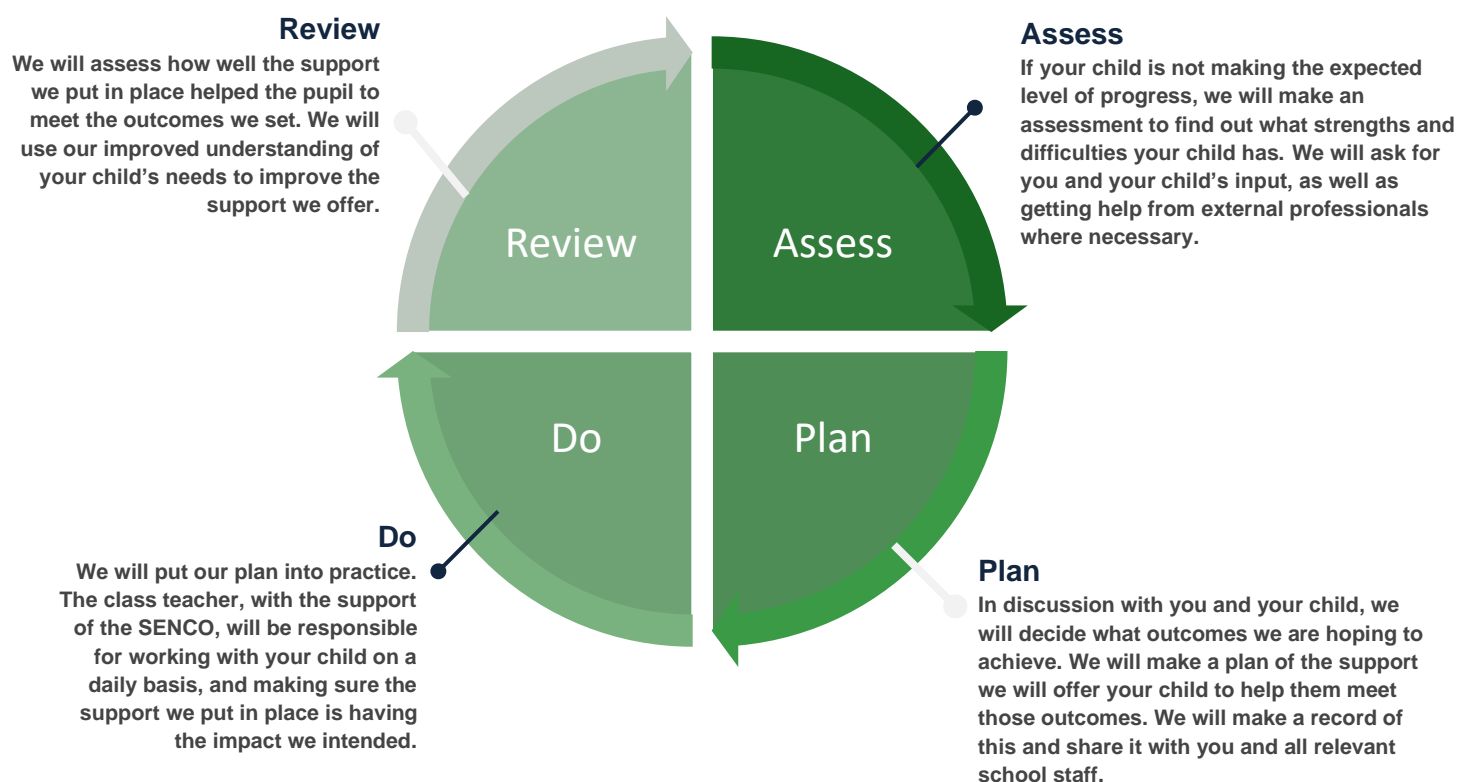
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Teachers and Teaching Assistants are trained to personalise the class planning to meet a variety of different needs, and your child's learning will be directed towards meeting any identified needs through their Provision map, My support Plan or 'Education and Health Care Plan.' If it is appropriate, then an individual curriculum will be created for your child

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher, you can either speak to them on the playground at the start and end of the day, or speak to a member of office staff for them to arrange with the class teacher a time to meet with you.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils in small groups or 1:1 during lessons when the teacher has identified that they may need additional support to understand the learning or be supported to engage in an appropriate learning activity which matches the child's learning needs.

Our School Accessibility Plan can also be accessed via our school website. This document provides further information as to how disabled pupils can participate in the curriculum.

We may also provide the following interventions:

<b>Overview of interventions</b> <b>(This is not an exhaustive list of support and interventions that are provided at Southbroom)</b>	
<b>Area of Need</b>	<b>Intervention</b>
Communication and Interaction	Visuals (including timetable/checklists) Welcomm Speech and Language Communication Boards 1:1 / small group speech therapist interventions Adapted curriculum and timetable to meet specific needs
Cognition and Learning	Little Wandle phonics intervention SPARKS / SPARK-EY Coloured overlays Maths Fluency Adapted curriculum and timetable to meet specific needs
Social, Emotional and Mental Health (SEMH)	ELSA and nurture groups Movement breaks Timetable adaptations Behaviour charts
Sensory and/or physical	SPARKS and SPARK-EY Handwriting Fine motor

These interventions are part of our contribution to Wiltshire's local offer.



## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their learning outcomes each term
- Reviewing the impact of interventions after 6 -8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and subject leaders
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

When needed, and through consultation and support from the appropriate outside agency professional service, additional equipment and/or facilities will be sourced for children. These resources will be dependent on the need of the child, and the school will work hard to remove any physical barrier to learning and gather equipment necessary to support access to the school and education. These resources could include noise cancelling headphones, writing slopes, pencil grip adaptations, use of ICT, reading frames etc. It may be that

If additional funding that exceeds the SEND allocated budget for an individual child, the school will meet with you to discuss the need for an application to the Local Authority to request additional funding.

## 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We are committed to giving all children at Southbroom every opportunity to achieve their potential. We have a whole school approach to inclusion which supports all learners to engage in activities together.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips.

All pupils are encouraged to take part in all aspects of school life, including PE lessons, whole school assemblies and productions and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

In accordance with the Code of Practice, our school admissions policy requires children and young people with SEND to be treated fairly. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with The White Horse Federation admissions arrangements and policy. Further information on the policy can be found here [Admissions | The White Horse Federation](#)

If your child has an EHCP, the Local Authority manage the admissions process and any changes in school placement.

### 13. How does the school support pupils with disabilities?

At Southbroom Infant School we ensure that pupils with disabilities are able to access the curriculum and school building and environment alongside their peers. We will ensure that steps are taken to prevent disabled pupils from being treated less favourably than other pupils. This will include us working alongside both parents and outside agencies professionals to identified the reasonable adjustments that we can put into place to meet your child's specific needs.

Necessary additional resources and equipment such as auxiliary aids and services will be sought. This is further referred to in our [Accessibility plan](#)

### 14. How will the school support my child's mental health and emotional and social development?

At Southbroom Infant School, we are committed to supporting the mental health and emotional wellbeing of our children and staff. We know that everyone experiences life challenges that can make us vulnerable and that at times we could all need additional support. We believe good mental health is everyone's concern and all of us have a role to play in supporting this. Our mental health and wellbeing policy sets out how we do this.

The school promotes a positive behaviour ethos as outlined in our 'Calm Code', behaviour policy. The school teaches children strategies to help their well-being socially and emotionally in the following lessons:

- > PSHE – Personal, Social, and Health Education
- > Circle times
- > Whole School and/or Year Group assemblies
- > Small group interventions – e.g., social skills groups which encompass social stories, discussions and making choices
- > Kind Minds curriculum

If necessary, we also support children's social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA – Emotional Literacy Support Assistant.

The Family Support Advisor may give advice and opportunities for holiday activities. The school give many opportunities for children to participate in after school enrichment activities We can offer Breakfast Club and After School Club care for your child. The school gives all children equal opportunities to participate in all activities. This may be supported by pupil premium and targeted SEN funding. Older children are encouraged to care for others. Our school council representatives in each class discuss issues around schooling with peers and feed ideas and suggestions back to staff. For some children who may need additional emotional support or a quiet space, we can offer regular 'In for lunch' clubs. We currently employ additional trained P.E. / play specialists to support the outdoor lunch time session – designed to make lunch time fun, learn new skills, engage in group activities and make new friends. In addition we make use of Commando Joe resources to enhance the play experience for all children.

### 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

#### Between years

To help pupils with SEND be prepared for a new school year:

- > Designated time for the children's current teacher to meet their new teacher to discuss their individual needs and the support that is needed
- > When appropriate, additional transition sessions between a child and new teacher will take place during Term 6.

- When appropriate meetings will take place between parents, identified external professionals and the new teacher to ensure that individual needs and support required can be shared and discussed.
- If appropriate, we will provide opportunities for the child to see what their new environment will look like, they may take home a photograph of their new class and teachers.
- If appropriate, we will provide opportunities for the child to say goodbye to their current teacher

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### **Between phases (to Junior school)**

The SENCO of the Junior school will meet with Southbroom Infants SENCO. They will discuss the needs of all the children who are receiving SEN support.

The SENCO will ensure that all SEN paperwork is shared securely and swiftly and that there is a sufficient handover. Many of the above strategies used to support between year transitions may also still apply for between school transitions. Where possible, the two schools will work together to organise visits and information sharing.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Tiff Butcher (Head Teacher) is the designated teacher for looked-after children and previously looked-after children here.

They will work with the SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

If you are unhappy about the SEND provision made for your child, in the first instance you can speak to the class teacher. Then a meeting may be arranged with the SENCO. If the situation is not resolved, you can request a meeting with the Headteacher.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. For further guidance, please see the [School's Complaints Policy](#)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Further information on Wiltshire's disagreement resolution and mediation services can be found on [Wiltshire's Local Offer](#).

## 18. What support is available for me and my family?

If you have questions about, SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [The Wiltshire Local Offer](#).

Wiltshire's information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Wiltshire SENDIASS - Family Action \(family-action.org.uk\)](#)

[WPCC \(wiltshireparentcarercouncil.co.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Adapt** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages