



Princecroft

PRIMARY SCHOOL

Incorporating The Hive Nursery

Special Educational Needs and Disability Information Report

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Contents

1. How do we support children with Special Education or Disabilities at Princecroft School and The Hive Nursery?
2. What kinds of Special Educational Needs are provided for at Princecroft Primary School and The Hive Nursery?
3. How do we identify children and young people with SEND and their needs?
4. Who are our SEND team?
5. How do we consult with parents of children who have SEND?
6. How do we consult with children who have SEND?
7. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes and what opportunities are available to work with parents and young people as part of the assessment and review?
8. What arrangements are in place for supporting children and young people moving between year groups in school and for moving from the primary phase to the secondary phase of education?
9. How do we approach teaching children and young people with SEND?
10. What adaptations are made to the curriculum and learning environment for children with SEND?
11. How do we ensure that our staff are trained to support children and young people with SEND?
12. How do we evaluate the effectiveness of the provision we make for children and young people with SEND?
13. How do we ensure that young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?
14. What support is in place for improving emotional and social development?
15. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?
16. What happens when parents and carers are not happy with our provision?
17. Next steps

Princecroft Primary School and The Hive Nursery Information Report

1. How do we support children with Special Education or Disabilities at Princecroft School and The Hive Nursery?

The Local Offer for children in Wiltshire needing support with SEND can be found at <https://www.wiltshirelocaloffer.org.uk/>

This is in line with the 2015 Code of Practice which can be found in its entirety here <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Code of Practice focuses on providing the right support for children and young people from 0 to 25 who have a special educational need and/or a disability. It also gives parents and carers a greater say in what appropriate provision is for their child.

Under the Code of Practice, where a need is identified, children will be assigned as needing either school support or support from external agencies. Children that still require a high level of support will be supported by an Education and Healthcare Plan (EHCP).

We ensure that our Admissions Policy does not discriminate against children who have been identified with a Special Educational Need or Disability. The Admissions policy can be found in our policy section of this website.

Below are a set of questions that will help you understand more about SEND and our approach to SEND at Princecroft School.

2. What kinds of Special Educational Needs are provided for at Princecroft Primary School and The Hive Nursery?

Princecroft Primary is proud to be able to provide an inclusive education for children who may have:

- **Cognition and learning needs** – This may show that a child is less developed than their peers in areas such as understanding, thinking, learning, remembering or communicating. They may demonstrate a few difficulties in only a few aspects of learning, or a broad range of difficulties affecting access to the whole curriculum.
- **Communication, Speech and Language and interaction needs** – These difficulties may include problems with: interaction and play; attention and listening; understanding and interpreting language; giving information and expressing thoughts and ideas clearly; speech production; impaired use of language in social situations or a reduced amount of vocabulary for their age.
- **Physical, sensory and medical needs** – Children may have hearing or visual impairments that are temporary or permanent. Other physical impairments may arise from physical, neurological or metabolic causes.

- **Social, emotional and mental health difficulties** – These may include being withdrawn or isolated; immature social skills; disruptive and disturbing behaviour; hyperactivity and lack of concentration and challenging behaviours arising from other complex special needs.

At Princecroft, we have a number of Higher Level Teaching Assistants (HLTAs). We also have a number of ELSAs (Emotional Literacy Support Assistants) and Thrive Practitioners. These are staff members who have received specific additional training in order to support children and young people to understand and regulate their own emotions whilst also respecting the feelings of those around them.

3. How do we identify children and young people with SEND and their needs?

Prior to starting school or nursery, a child may have already been identified with a Special Educational Need or Disability. Where this is the case, we work closely with parents and supporting agencies to ensure transition into school is as smooth as possible and to forward-plan so that the child is able to achieve.

In school, we make regular assessments of children and record their progress against the statutory requirements of the Early Years Foundation Stage (EYFS) or against the National Curriculum for children from Year 1 to Year 6. We also monitor closely children's emotional and behavioural well-being. Where assessments show a child is not operating at age-related expectations, they are making less than expected progress, or if they having difficulties with their social, emotional or behavioural needs, we will use our professional judgement to ascertain if the child may have a Special Educational Need.

Once we have considered the possibility that a child may have a Special Educational Need, we will, in the first instance, approach that child's parents or carers to discuss our concerns. In agreement with parents we will then assess the specific issue that is preventing the child making progress, or is preventing them from making friends, or behaving appropriately.

After discussions with the SENDCo and conducting various assessments, we will be able to ascertain whether we can adapt our class-based provision to meet a child's needs or whether we need to involve outside agencies. Again, parents will be kept informed and included in the decision-making process.

At every stage of the identification process, we will also involve the young person.

Of course, if you have concerns that your child may need additional support, you should approach the school at your earliest convenience.

Our current SEND policy can be found in the policy section of this website.

4. Who are our SEND team?

Our Special Educational Needs Co-ordinator (SENDCo) has overall responsibility for leading school development in SEND. The SENDCo is contactable via the following email address admin@princecroft.wilts.sch.uk or via the school telephone on 01985 212704

5. How do we consult with parents of children who have SEND?

Where we have an initial concern, it is most likely that your child's class teacher or SENDCo will approach you either informally if the opportunity presents itself or via telephone to discuss concerns and next steps.

If your child has been identified as having SEND and outside agencies are involved, you will be invited to attend a meeting at least once a year to discuss your child's provision.

We welcome contact outside of formal meetings so that we can all work together to find the best provision for children with SEND.

6. How do we consult with children who have SEND?

Class teachers will consult regularly with children who have outcomes planned for them individually, and how they feel they are progressing to meeting those outcomes. Children will also be part of any review meetings and will be asked to give their views either on paper (where a child has a difficulty that prevents them from drawing or writing a teaching assistant or teacher might work with that child to complete any written evidence) and / or in person at the review meeting.

7. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes and what opportunities are available to work with parents and young people as part of the assessment and review?

Inclusivity in the classroom means that young people with SEND will receive feedback on progress made in learning at the start of every learning sequence. They will also be invited to participate in and / or submit written evidence to any formal meeting that is organised to review progress.

Parent evenings are also offered in the Autumn, Spring and Summer terms to discuss progress towards meeting outcomes.

All parents are offered support on how to work with their children outside of school through termly class newsletters and other events that are held for parents on how to help their child make progress.

8. What arrangements are in place for supporting children and young people moving between year groups in school and for moving from the primary phase to the secondary phase of education?

Towards the end of each school year, class teachers meet to share information to help make transition from one year group into another as seamless as possible for all pupils. Children also experience some time with their new class teachers. For children with SEND, this provision may be increased and a new class teacher might, for example, provide a small book to a child who finds change difficult so that child knows what to expect when they move class.

For Year 6 children, the SENDCo will arrange to meet with transitions workers and SENDCos from receiving secondary schools and a firm plan for transition will be made. Children will meet these adults and will be involved in the transition process. Parents will also be kept informed about these meetings.

9. How do we approach teaching children and young people with SEND?

Perhaps the first thing to understand about our approach to teaching children with SEND is that we have the philosophy and expectation that children will reach their full potential – in other words, SEND is not an excuse for not doing well at school.

However, because a child has SEND we realise that we have to change our provision so that they can access learning in order to meet their full potential. We do this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes;
- withdrawing children from class for short periods of time so that any gaps in learning can be closed;
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly in staff teams to discuss provision and if it needs to be adapted;
- liaising with outside agencies such as Central SEN Services and Behaviour Support to receive the best advice on how to help children learn; and
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

It should be remembered that we do not offer a 'one size fits all solution' to children with SEND – this is because every child and every need is individual. We will endeavour to always involve parents and children in developing the best provision so that children have the best possible school experience.

10. What adaptations are made to the curriculum and learning environment for children with SEND?

In our curriculum, and depending upon the need of the child, we make adaptations so that children can access learning. These include:

- providing enlarged print for texts;
- breaking curriculum content down into small parts;
- providing visual cues and timetables so children are able to be independent in their learning; and
- providing children with resources that allow independent access to curriculum content such as acetate overlays for children who have been diagnosed with dyslexia.

It may also be necessary to make physical adaptations in the school building to allow children with SEND to access learning. Adaptions could include:

- specialist furniture;
- installation of induction loops for children with hearing difficulties;
- seating arranged so that there is line of sight to important resources and the class teacher;
- access to specialist IT equipment;
- modifications to toilet facilities;
- widening of entry and exit points; and
- installation of ramps and removal of stairs to allow wheel chair access.

11. How do we ensure that our staff are trained to support children and young people with SEND?

The school SENDCO has undertaken the National Award for Special Educational Needs Co-ordination, the nationally recognised qualification for SENDCOs at Master's degree level. They also attend regular network updates on SEND provision and disseminates this to colleagues.

We also send other staff on relevant continuing professional development courses so that they are equipped to teach children with SEND.

12. How do we evaluate the effectiveness of the provision we make for children and young people with SEND?

Class teachers and other adults responsible for the provision of children with SEND meet regularly to discuss progress against planned outcomes.

We also hold regular SEND surgeries and SEN progress meetings where class teachers are released to meet with the SENDCO or external agency support staff so that they discuss children they have concerns about.

The SENDCO will also monitor planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement and will track assessment outcomes to ensure that children with SEND achieve at least expected progress.

The SENDCO evaluates the SEND policy annually to ensure that it is fit for purpose.

13. How do we ensure that young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND?

At the classroom level, all children are planned for so that they can access the curriculum regardless of their need or the subject being taught. We are committed to adapting physical resources, teaching styles and techniques and following advice from any professional body or recognised advisory service so that children with SEND have equality of access.

14. What support is in place for improving emotional and social development?

Our SENDCO is able to support and advise adults in providing pastoral support for all children including those with SEND. We are fortunate to have two Teaching Assistants who are ELSA trained and two staff members who are trained as Thrive Practitioners. Both ELSA and Thrive are programmes to support children's emotional and social wellbeing.

We do not tolerate bullying and should we have cases reported to us, we follow the school's anti-bullying policy which can be found on the school's website.

Concerns and behaviour issues, including incidents of bullying, are recorded and acted upon as necessary.

Above all, children with SEND are encouraged to participate fully in the life of the school.

15. How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Where there is an identified need and a multi-agency approach is required (including voluntary agencies) we ask families to participate in the Early Support Assessment (ESA) process. By engaging with this process, we can make referrals to relevant agencies as necessary.

16. What happens when parents and carers are not happy with our provision?

Most issues can be sorted out by speaking directly to a child's class teacher - we pride ourselves in an open-door policy and our inclusive atmosphere.

Where speaking to the class teacher has not resolved an issue, there is a clear complaints procedure that is available. Specifically for SEND, if after the class teacher has been approached and a satisfactory conclusion has not been reached, then the SENDCo or the headteacher should be approached. If this still does not resolve the issue, a formal complaint can be made to the Chair of Governors.

17. Next steps

We want to hear what you think about our SEND provision. If you have any questions about the Code of Practice or anything else to do with SEND we would also like to hear from you. The Information Report will be reviewed annually.