



SEND Annual Information Report – June 2025-2026

Name of SENDCo: Rosina May Dedicated time weekly: 1 day

Contact email: adminoffice@millrythe-inf.hants.sch.uk

Contact Phone Number: 02392 465531

Name of SEND Governor: Sarah Speller

School Offer link:

<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=XMEWoqd-fE0&familychannel=6-1-3>

Whole School Approach to Teaching and Learning:

- High Quality Inclusive Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.
- Additional adults will support learning where necessary.

Our Graduated Response for Learners:

At Mill Rythe Infant School we use the graduated approach to intervention as specified in the SEND Code of Practice which involves a four-part cycle of **assess, plan, do, review**.

All teachers and support staff who work with your child will be made aware of your child's needs, the outcomes sought, the support being provided and any teaching strategies or approaches that are required. We will regularly review the impact of the support/interventions and the impact they have had on your child's progress.

- Continual monitoring of the quality of teaching
- Your child's progress is monitored and tracked against national curriculum expectations/age related expectations/teacher assessment and is based on the work your child produces independently from entry in Year R through to Year 2
- Identification of where your child is making improvement and where further support is required is made by class teacher continually assessing your child
- All children's progress is assessed at 6 points across the year (Every half term).
- Progress for children working towards individualised, specific targets, e.g. those set by an external agency, will be determined using their entry baseline and ongoing review as set by afore mentioned external agencies and our school procedures where applicable.
- If your child is not making the expected progress this will be identified through pupil progress meetings held between class teachers and senior leaders. A member of the governing body may also attend as part of the governing body monitoring cycle.



- During these meetings discussions take place about an individual child's barriers to learning and what further support can be given to support their progress.
- Parents/carers receive verbal feedback from the teacher and discuss this at regular parent's evenings.
- The above process and the use of our SEND procedures enables consideration of application for Education, Health and Care Plan if necessary.
- Children who have an Education, Health and Care Plan are on our SEND register.
- Children who have been identified through assessment to require provision that is significantly different from and in addition to our main provision will also be placed on our SEN register.

How we identify children/young people that need additional or different provision:

When children join our school we liaise with previous settings, parents/carers, and outside agencies where applicable and, if joining us in Reception, will arrange a home visit. We use the information gathered to help to assess each child's current skills and attainment and then we build upon these assessments once the child joins us starting from the baseline assessment in conjunction with observations.

In each year group class teachers will make regular assessments and adaptations to learning as part of High Quality Inclusive Teaching. As part of this process, identification is made of those whose progress falls into one of the categories below:

- 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

At Mill Rythe Infant School it is not just children's attainment that is monitored. We also monitor other areas which include social development and emotional wellbeing.

Slow progress and low attainment does not automatically mean that we will record a child as having SEND.

Using our SEND and assessment procedures we monitor and track the desired outcomes, including expected progress and attainment in conjunction with the views and wishes of the parents and the child. We will use this to determine the support that is needed and whether we can provide it by adapting our core provision, or whether something different or additional is needed.

We work closely with outside agencies and utilise their knowledge and experience in supporting the identification of SEND. Contact will be made with outside agencies where adaptations have been made to our core provision but the progress being made is identified as being in one of the above categories.

Where your child has known SEND prior to joining us we will liaise with parents and relevant outside agencies already involved to ensure that we have a good understanding of your child's needs and how best to support these. Wherever possible we will also visit your child in their previous setting to observe and speak face to face with key adults involved in their care. A transition meeting known as a Transition Partnerships Agreement (TPA) may also be held in order for all those involved to discuss your child together.

Screenings in specific areas of learning and development may also be undertaken to support the identification of specific learning difficulties and or needs. Where it is necessary to use screenings that do not form part of our baseline assessments parental permission would be sought before these screenings are carried out.

We take a holistic approach by all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEND, is set out in our School Offer. Our measures to prevent bullying can be seen in our Behaviour Policy



How we listened to the views of children and their parents:

<u>What</u>	<u>Who</u>	<u>When</u>
Informal Discussions	All pupils	Daily
Parents' Evenings/Reports	All pupils	Termly
Home-School Communication Books	Individual children	Daily/as agreed
Assess, Plan, Do, Review meetings	Those on SEND Flowchart	At designated review points individualised to children
Team Around the Child/Family Meetings	Individual pupils	At least half termly, as directed by the lead professional
School Council	Representatives from each class	Monthly
Questionnaires	Year R parents All parents Staff (Ofsted and Governors)	Following transition Following mid-point in year after parents evening During Ofsted inspections
Parent / Headteacher Meetings	Open to all parents	As requested
Transition Meetings	Vulnerable pupils	Annually at a minimum
Outside Agency Meetings	All pupils where applicable	As directed by the lead professional

We work in partnership with children with Special Educational Needs and Disabilities (SEND) and their parents, ensuring their views, wishes, and aspirations are central to all decisions about support. We regularly consult with children and families through review meetings, individual discussions, and ongoing communication to evaluate progress and agree on next steps. Parents and pupils are encouraged to share their feedback and contribute to planning so that support is tailored to each child's individual needs and outcomes. Please note - All meetings and Parent Evenings can be held virtually or face to face dependent on the needs of the parents/outside agency.

The Assess, Plan, Do, Review Cycle:

For children on our SEND Register and those who are undergoing assessment to identify potential SEND, our Assess, Plan, Do, Review cycle is used by the SENCo in partnership with the child, their parents and the class teacher. Please see our SEND Policy for further details.

This year, provision made for children on our SEND Register has been:

- Communication and Interaction –
 - Speech and language sessions delivered weekly by a known adult to the children.
 - Provision of space for outside Speech and Language Therapists to work with children.
 - Specialists such as Let's Go, Specialist Teacher Advisory Service (Hearing Impaired).
 - 1:1 support as required
 - Support to learn varying forms of communication – including Makaton, PECS and communication boards
 - Intervention groups
 - Riverside outreach support



- Education Psychology support through schools linked EP
 - Assessment via Language Link programme
- Cognition and Learning –
 - Adapted work
 - Learning packs containing specific resources to support individual children's identified needs provided when isolating and in school
 - 1:1 support as required
 - Targeted intervention groups
 - Riverside outreach support
- Social, Emotional and Mental Health
 - Regular calls home if children not attending school,
 - Keyworkers in school
 - Designated learning space
 - Individualised curriculum and timings
 - ELSA support
 - TALA support
 - FEIPS
 - PBS consultations and support – in reach and out reach
 - Riverside outreach support
 - Therapy Dog
 - 1:1 support as required
 - Intervention Groups
 - Family counselling Trust
 - SDAS (Southern Domestic Abuse Support)
 - Thrive assessment and curriculum
 - TAF (Team Around the Family) meetings
 - Early Help family support
 - Virtual School advice (for those who are in local authority care, have experienced local authority care, those who have a Social Worker and those who have had a Social Worker in the last 6 years.
 - Schools Mental Health Team referral
 - Neurodivergence Advisory Team at Hampshire County Council
- Sensory and/or Physical Needs
 - Designated learning space
 - Access to ear defenders
 - Sensory support resources
 - 1:1 support as required
 - Intervention Groups
 - Riverside outreach support
 - Neurodivergence Advisory Team at Hampshire County Council
 - Advice from allocated medical professionals

During the 2025-2026 academic year, we had 30 children receiving SEN Support and 2 children with Education, Health and Care Plans.

We currently have 24 pupils on our SEND register.



We monitored the quality of SEND face-to-face provision by using individual support plan targets, liaison with outside agencies, Hampshire SEN Team, the Hampshire SEND advisor and the School's LLP.

We measured the impact of provision by implementing the planned assessment schedule in school as detailed above.

Support Staff Deployment:

Support staff were deployed in a number of roles:

- Support in Classroom
- 1 : 1 Provision
- Small group intervention
- Playground support
- Lunchtime support
- PPA Cover (HLTA/Level 3 LSAs)
- First Aid
- Support for medical needs

We monitored the quality and impact of this support through observations, professional conversations between teachers and support staff and outside agencies, assessment and review of individualised support plans.

Distribution of Funds for SEND:

SEND funding was allocated in the following ways:

- Support staff
- External Services (See School Offer)
- Teaching and Learning resources
- Well-Being Provision
- Staff training

Continuing Development of Staff Skills:

Individuals' CPD this year:

<u>Area of Knowledge/Skill</u>	<u>Role of Staff undertaking cpd</u>	<u>Training Received from</u>
SEND conference	SENCo	Hampshire County Council
SENCo development programme	SENCo	Hampshire County Council
SENCo NPQ	SENCo	Ambition Institute
ELSA supervision	ELSA Lead/Level 3 TA	EP service
ELSA training	ELSA Lead/Level 3 TA	EP service
TALA supervision	TALA practitioner/Level 3 TA	EP service
TALA face-to face	TALA practitioner/Level 3 TA	EP service
EBSA Training	Deputy DSL/TALA practitioner	Virtual School

Whole Staff / Group Training (INSET)



<u>Area of Knowledge/Skill</u>	<u>Roles of Staff undertaking CPD</u>	<u>Training Received from</u>
Attachment and Trauma refresher training	All staff	Substantive Headteacher
Behaviour management training	All staff	PBS
Inhaler and epi pen refresher	All staff	Acting Headteacher
Equality and Accessibility Schools	All staff	Acting Headteacher
Ordinarily Available Provision and colourful semantics training	Teaching staff	HIAS send team
Ordinarily Available Provision Training	Class teachers	SENCo

We monitored the impact of this training by reviewing the children's individual support plans, Send Flowchart, CPOMS records and monitoring, inclusions meetings, meetings with parents.

Partnerships with other schools and how we manage transitions:

We have worked with a number of schools in the area in the following ways:

- Transitions to support moving to and from new settings
- Liaison with other SENCOs
- To support siblings attending different settings

This year, 1 child requiring SEN Support joined us from another school.

11 children on our SEND Register in 2025/26 move to Key Stage Two at the end of the year. 1 SEND child left the school mid-year.

We supported the transition from our local pre-school settings into our Reception classes by speaking with all parents individually and liaison face to face or by phone with pre school settings. We provided Social Stories to all local pre school settings and families. Stay and Play sessions with parents/carers, stay and play sessions without parents/carers and home visits were all carried out. A face to face induction meeting was delivered to all parents who chose to attend. Class transition sessions were also held, in addition to our whole year group transition day.

We helped children to make the move from the Early Years Foundation Stage to KS1 by provision of a social story, transition morning, additional visits to KS1/see new class teacher where necessary.

For children with SEND, we also liaised with the settings SENCOs and held transition meetings. Parents were included in this process through attending transition meetings and telephone liaison.

Transition Partnership meetings were held for 8 Year 2 children.

Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. This is completed



through our School Improvement Plan, Self-Evaluation documents and work alongside the Local Authority.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEND support and provision should make reference to our complaints policy which is available to view on the school website or requested from the school office.

This year we received zero formal complaints with regard to SEN support and provision.

Other relevant information and documents:

The Designated Safeguarding Lead in our school is Lucy Ford and in her absence, Charlotte Tighe Deputy DSLs are Clair Jerram and Tracy James.

The Designated Children in Care person in our school is Lucy Ford and in her absence, Charlotte Tighe.

The Local Authority's Offer can be found at
<https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=XMEWoqd-fE0&familychannel=6-1-3>

Our Accessibility Policy can be found on our website.

Our SEND Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children with SEND can be viewed on our website.

Details of how we keep children safe can be found in our Safeguarding Policy and Child Protection Policy which can be viewed on the school website.

Our SEND Policy, School Offer and Annual SEN Information Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.