

# Knightwood Primary School



## SEND Information Report

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|-------------------------------------------------|---------------------------|
| <b>Name of School:</b>                          | Knightwood Primary School |
| <b>Name of Responsible Manager/Headteacher:</b> | Emma Clark – Headteacher  |
| <b>Date Policy approved and adopted:</b>        | January 2026              |
| <b>Date Due for review:</b>                     | January 2027              |

## **1. The kinds of special educational needs and disabilities for which provision is made at the school**

### **Which special educational needs and disabilities does the school support?**

Knightwood Primary School is an inclusive, mainstream school. We can and do cater for children with a range of special educational needs and disabilities, including physical disabilities, autism, speech, language and communication needs, moderate learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, hearing and visual impairments and social, emotional and mental health difficulties.

## **2. Information about the school's policies for the identification and assessment of pupils with special educational needs and disabilities**

### **How does the school know if children need extra help and what should I do if I think my child has special educational needs?**

When children join Knightwood, we liaise with their previous provision and their parents to discover their strengths and difficulties.

Children's needs will be identified and addressed using the graduated approach to supporting children with SEN. This is reviewed 3 times a year to ensure that children's needs are met dynamically and their provision is bespoke to their specific needs.

In the first instance, parents and teachers will meet to discuss any potential support needed to address a child's needs within quality first teaching. If a child is presenting with more significant differences, then a SEN Concern form will be filled out and a meeting arranged with the SENDCO to develop a toolkit of strategies to support the child in the short term. This is the Early Intervention and Monitoring stage.

Children who require more significant or ongoing support which is additional to and/or different from their peers will be added to the SEN register. Their main area of need is determined using the Hampshire criteria for the identification and support of children with special educational needs and disabilities (SEND). This is also used to decide whether they should be placed on or come off the SEND register. A child's support needs and strategies are detailed in their Individual Support Plan which is shared with all staff, the child and parents. We also bear in mind that a child may have support requirements that transcend several areas of need.

If a child needs individual and enhanced support beyond that which the school can offer within the SEN Support stage, the process for EHCP (Education Health Care Plan) application will be initiated alongside the child, parents and Hampshire SEN Services.

Specific difficulties are addressed with the following strategies:

Reception children who exhibit speech and language difficulties are assessed in the term they turn five, using a National Health Service, Year R. Screening Test. Speech support is started and a referral to the Speech and Language Therapist is made if extra advice is required.

Reception children who do not meet the Early Learning goals for reading and writing may be screened for dyslexia in the second half of the Summer Term using the Dyslexia Early Screening Test (DEST) if appropriate. Children in Year 1 and above access LEXIA, an online intervention, which includes a pre-intervention placement test to determine specific literacy difficulties that need to be addressed.

Children who are identified as having difficulties with fine and/or gross motor skills follow programmes in the Schools Resource Pack from the Children's Therapy Team. These include 'Clever Hands' and 'Clever Bodies'.

Children who join the school at a later date may be screened for dyslexia using the DEST test or the Dyslexia Screening Test (DST) for older children, if teachers have concerns about their progress. Difficulties and strengths are identified and actions are planned according to the results.

Children with special educational needs are assessed each term using the SALFORD reading test and SANDWELL Maths assessment depending on their specific challenges.

Sensory differences are identified using the Communication and Interaction Team's sensory checklist. This is used to identify which areas children need to target to manage their sensory needs. From this a sensory programme can be developed which may include class based alerting or calming activities, sensory circuits, body breaks or targeted sessions in the sensory room.

Where a pupil requires support in relation to wellbeing, behaviour, emotional health, attendance or inclusion, a referral may be made by the class teacher to the Pastoral Team. The Pastoral Team is overseen by the Senior Mental Health Lead, Mrs Round, and includes the Emotional Literacy Support Assistant (ELSA), Therapeutic Active Listening Assistant (TALA), Thrive Practitioner and the SENDCO.

Following referral, the pupil's needs are discussed at a Pastoral Team meeting, and an appropriate, needs-led package of support is agreed. This may include one or more targeted interventions, pastoral strategies or referrals to external services,

which are implemented and reviewed in line with the school's graduated approach.

BOXALL profiles are generated if more detailed strategies and resources prove necessary. They are used to guide therapeutic interventions in and out of the classroom. Where children and staff are supported by the Primary Behaviour Service, Thrive assessments and plans are utilised. Thrive assessments are also utilised to identify and address social and emotional development needs and support mental health if children are identified as needing support through the Pastoral Team referral process.

Gaps in narrative understanding are identified with the support and training from the Delivering Better Values Project in association with Hampshire's Communication and Interaction Team. Children are assessed by the link SALT and school staff are trained to deliver interventions such as the Black Sheep Narrative approach, Shape Coding and language programmes to address any difficulties.

Parents with a question or information about one of their children's needs should, in the first instance, talk to the child's class teacher.

Parents will be told about the results of assessments and planned actions through parent/teacher meetings and informal discussions before and after school. This will include information about children being put on or taken off the SEND register. Letters from the SENDCO will accompany the decision made in line with the graduated approach.

### **3. Information about the school's policies for making provision for pupils with special educational needs and disabilities**

#### **3a. How the school evaluates the effectiveness of its provision for such pupils**

#### **3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs and disabilities**

#### **How will you know how my child is doing?**

Teachers continually monitor a child's performance and progress as part of ongoing observation and assessment. Progress is measured against standards specified in the Early Years Foundation Stage Guidance and objectives in the National Curriculum.

School tracking records are updated termly. 'Pupil Progress Meetings' take place every term. The Special Educational Needs and Disabilities Coordinator (SENDCo), a member of the Senior Leadership Team, the class teacher and Learning Support Assistant (LSA) meet to evaluate progress, the effectiveness of support and plan future interventions.

The graduated approach is evaluated and reviewed for each student following the SEN pathway in the review cycles in November/February/June. ISPs are working, live documents which are reviewed and updated when needed. Targets are evaluated formally during the cycle review meetings with staff, the child and parents. New targets are set and the pathway is adapted depending on the child's progress, needs and support requirements.

Entry and Exit data is gathered to measure the impact of interventions and provisions. We expect children receiving academic interventions to make double the normal rate of progress, over the course of the intervention. We expect children receiving therapeutic interventions to meet previously set targets and transfer any strategies and skills to wider settings.

Teachers, LSAs and the SENDCo have regular, informal discussions about the progress of children with special educational needs and disabilities.

The Special Educational Needs governor meets the SENDCo twice a year to monitor special educational needs and disabilities provision and reports back to the governing body termly.

### **3c. The school's approach to teaching pupils with special educational needs and disabilities**

#### **How will the staff support my child?**

### **3d. How the school adapts the curriculum and learning environment for pupils with special educational needs and disabilities**

#### **How will the curriculum be matched to my child's needs?**

Children with special educational needs and disabilities are taught alongside their peers in mixed ability classes. All pupils have access to high quality teaching, which includes structured routines, lesson objectives in child-friendly language, visual cues and practical resources. Work is planned to support and challenge, whatever a child's level. Activities and tasks are adapted to meet the learning needs of everyone in the class. All children access a broad, balanced, relevant curriculum which focuses on the child as a whole including developing their cultural capital, feelings of belonging and emotional and mental wellbeing alongside their curriculum subjects.

Teachers and Learning Support Assistants (LSAs) work with groups of all abilities. They also deliver programmes of work which are different from or additional to the class work, to target specific needs. These may take place every day on a one to one basis, or two to three times a week in a group depending on the needs of the child. Progress is measured using entry and exit data which is specific to the skills that are targeted.

Some children may require break out spaces or areas to regulate. Children that need specific strategies to support their regulation needs have Individual Behaviour Plans which outline support requirements for these children to ensure that they are able to access their learning. We also consult the Primary Behaviour Service for advice if additional support is needed, which feeds into Individual Behaviour Support Plans alongside strategies taken from Boxall assessments.

Individual Support Plans are written and reviewed in the middle of every term, by class teachers. LSAs, children and parents are involved in the target setting and evaluating process and their roles are identified on the plans.

### **3e. Additional support for learning that is available to pupils with special educational needs and disabilities**

#### **How is the decision made about what type of and how much support my child will receive?**

A child's support needs are identified, assessed, planned for and carried out in line with the graduated approach to SEN provision in schools. This includes deciding on the level and type of support a child needs.

Reception classes are supported by an Early Years Support Assistant throughout the school day. In other year groups, Learning Support Assistant (LSA) support is deployed primarily in the mornings, with additional afternoon support allocated to some classes where needs require this.

Learning Support Assistants work alongside and under the direction of the class teacher, who remains responsible and accountable for the progress and development of all pupils. The deployment of support staff is needs-led and flexible, and is reviewed regularly to ensure that support is targeted effectively and promotes independence.

Support is allocated with careful consideration of the profile and level of need within each class, ensuring that resources are used efficiently to maximise inclusion, access to learning and pupil outcomes.

When pupils sit statutory assessments, some may be provided with access arrangements such as readers, additional time, rest breaks or adapted materials, where this reflects their normal way of working and is in line with national guidance and eligibility criteria.

Access arrangements are determined through ongoing assessment of need and are implemented in accordance with the requirements of the Standards and Testing Agency (STA). They are used to ensure that pupils can demonstrate their learning as fairly and independently as possible.

Decisions about additional support programmes are made at pupil progress meetings, attended by a member of the Senior Leadership Team, Special Educational Needs and Disabilities Coordinator (SENDCo), class teacher and Learning Support Assistant (LSA).

Teachers, LSAs and the SENDCo have regular, informal discussions about the interventions children with special educational needs and disabilities are receiving.

Advice from external agencies is sought when children have complex needs and it is acted upon as soon as possible after it is received.

Support is discussed with parents at parent/teacher meetings and via informal discussions before and after school.

### **3f. Activities that are available for pupils with special educational needs and disabilities in addition to those available in accordance with the curriculum**

#### **How will my child be included in activities outside the school classroom including school trips?**

All our activities, clubs and trips are offered to all children, regardless of their special educational needs and disabilities.

Our Early Birds Breakfast Club runs before school (from 7:45 am). It provides calm but fun childcare for any child whose parents need to drop them off at school early. It is run by Learning Support Assistants. Places are booked via the school office. Where appropriate, additional reading support may be provided to individual children attending Early Birds. This support is targeted, purposeful and delivered in line with the child's identified needs, and may include 1:1 reading practice. Any additional support provided through Early Birds is supplementary to, and does not replace, the support pupils receive during the school day.

Children who have fine and gross motor difficulties have the opportunity to participate in sensory circuits, fine motor activities and interventions from the Children's Therapy Team's School Resource Pack. These include 'Clever Bodies' and 'Clever Hands' programmes.

All children will be encouraged to join in extra-curricular activities and school trips. Risk assessments are completed and parents are consulted to ensure special educational needs and disabilities are catered for. Specialist transport for disabled pupils is arranged as required.

All children are encouraged to take part in on-site Forest School sessions run by a qualified Forest School teacher during their time at Knightwood. All children are supported to take part in Bikeability sessions in Year 6 and lunchtime outdoor

activities are overseen by Lunchtime Supervisory Assistants to ensure they are inclusive and accessible to all.

Our Lunchtime Supervisory Assistants know the children and the school well as they are all Learning Support Assistants. Furthermore, some run our Breakfast Club and some support our After School Club.

All Lunchtime Supervisory Assistants are informed about children's strengths and difficulties and receive support, training and advice on interacting with children with various needs. School behaviour systems are followed at breaktimes and lunchtimes and match those used in class. The lunchtime team runs 'Lunchtime Fun Clubs' - children who find lunchtimes more demanding are invited to join in daily games and activities, such as skipping club and colouring club. They also run a small nurture group which encourages pupils who need extra support and supervision to develop their social interaction and communication skills to participate in team games and sensory circuit activities in a dedicated outdoor space.

Valley Knights afterschool club runs after school (until 6:00 pm). It provides fun childcare for any child whose parents need to collect them from school later. Information about bookings can be found on our website or via the school office.

Additional sports, performing arts and yoga clubs are also run after school. These are provided by external providers and are accessible to all.

Teachers and external agencies run after school clubs which are available to any child in the relevant year groups.

### **3g. Support that is available for improving the emotional and social development of pupils with special educational needs and disabilities**

#### **What support will there be for my child's overall wellbeing?**

At Knightwood we have a Senior Mental Health Lead who oversees the provision of support for emotional and mental wellbeing. This involves organising events and activities for children as well as coordinating workshops and information sharing for parents, carers and school staff. The Zones of Regulation are embedded within the school curriculum as well as the PBS 6 Strands Curriculum which aims to "equip children with the skills, attitudes, behaviours and characteristics to help deal positively with the many and varied social and emotional contexts and challenges they will encounter, both in the formative years and into young adulthood."

A Therapeutic Active Listening Assistant (TALA) practitioner is available to support children with emotional difficulties. The assistant has a bank of approaches but listens to and is guided by the child.

An Emotional Literacy Support Assistant (ELSA) is available to support children with emotional and social difficulties. She plans and delivers activities linked to specific targets decided by the teacher, in consultation with the parents and the ELSA. The ELSA also leads Social Communication Groups and Transition Groups.

We have a trained Thrive practitioner who delivers a trauma-informed, whole school approach that helps to improve the mental health and wellbeing of children and young people through assessment of their starting points and targeted 1:1 or small group sessions.

We also offer Lego Therapy for children who need support with social communication and interaction.

We believe that Knightwood Primary School is a caring and inclusive environment. Our school values of happiness and respect foster positive interactions. We safeguard the needs of pupils with SEND whilst promoting their independence and building their resilience.

We regularly take part in the national Anti-Bullying Week. Special activities devised by children and adults run throughout the week. Bullying at Knightwood Primary School is taken very seriously and any matters are dealt with promptly by class teachers and the senior leadership team, where necessary. The anti-bullying policy can be accessed on the school website or obtained via the school office. The school also has a team of Anti-Bullying Ambassadors, made up of pupils who promote positive behaviour and support anti-bullying initiatives across the school. This work is overseen by the Senior Mental Health Lead, and contributes to a safe, inclusive and respectful school culture.

The school office can give prescribed medicines when parental consent forms have been submitted. The school nurse provides Epipen awareness training. Learning Support Assistants, Lunchtime Supervisory Assistants and Office Staff receive basic First Aid training.

#### **4. The name and contact details of the Special Educational Needs Coordinator**

##### **Who is the Special Educational Needs Coordinator and how do I get in touch with them?**

The Special Educational Needs and Disabilities Coordinator is Mrs Hannah Corrall. She works Monday, Wednesday and Friday and can be contacted via email: [admin@knightwood.hants.sch.uk](mailto:admin@knightwood.hants.sch.uk) or via the school office on 02380 261900.

Mrs Corrall has worked in special education for 19 years and is currently undertaking the National Professional Qualification for Special Needs Coordinators which is due to be completed in February 2026.

## **5. Information about the expertise and training of staff in relation to children and young people with special educational needs and disabilities and how specialist expertise will be secured**

### **What training is provided for staff supporting children with special educational needs and disabilities?**

Two members of staff have been trained by educational psychologists to support children with emotional and social difficulties. They receive ongoing support and training from educational psychologists.

The Teachers and LSAs have received training from speech therapists on supporting children with communication and language difficulties. Some teachers and LSAs have attended speech, language and communication support group meetings to gather ideas. All staff delivering speech programmes attend reviews to observe and discuss how new targets can be taught. The SENDCO has an ELKAN qualification in supporting communication and language for children with severe learning difficulties. The SENDCO is also trained in Makaton and other communication support systems including using augmentative and alternative communication.

Target areas for LSA performance management are planned by the Senior Leadership Team and relate to school and national initiatives. Recent areas for development have included making ISPS live, working documents and supporting children in lesson openings. LSAs select foci linked to deployment, preparation and practice.

School-based LSA training takes place during monthly LSA meetings and on INSET days. It is led by the SENCo but a high emphasis is placed on LSAs sharing effective practice ideas. LSAs also join teacher training on INSET days and during staff meetings where appropriate.

School-based Lunchtime Supervisory Assistant (LTSA) training takes place at meetings throughout the year. A high emphasis is placed on LTSAs sharing effective practice ideas. Much of the focus is on evaluating and developing systems and activities. An educational psychologist has supported staff training on lunchtime interactions.

LSAs and LTSAs are included in First Aid and Child Protection training alongside teaching and office staff.

Every year the SENDCo carries out observations of LSA practice, related to their targets and gives written feedback on strengths and an area for development. A coaching approach model is adopted. The SENCo also works alongside LSAs in the classrooms informally, highlighting effective practice and giving them ideas to improve their deployment, preparation and practice.

Teachers receive training in Special Educational Needs as part of the professional development meeting programme. The SENDCo provides guidance and feedback related to ISPs and teaching strategies as she works alongside staff in and out of the classroom. Senior leaders also encourage and support teachers through drop ins, learning walks and team meetings. Teachers go on courses where appropriate.

LSAs also attend courses linked to their development areas. For example, Two LSAs have recently completed training in supporting behaviour, delivered by the Primary Behaviour Service. Two LSAs have been trained in the delivery of Lego Therapy, and one LSA has completed specialist training in supporting children with Pathological Demand Avoidance (PDA) profiles.

Further professional development is planned, with two additional LSAs scheduled to attend autism training delivered by the Autism Education Trust (AET) and a further cohort of LSAs attending the Primary Behaviour Service training.

The SENDCo has a Bachelor of Arts degree, a PGCE in Primary Education is well supported by Hampshire Special Educational Needs (SEN) Networks, Conferences and Courses and local, half-termly SENCo meetings.

Governor support services run training courses for SEND governors. The SEND governor meets the SENDCo twice a year to plan and support SEND work. The governor reports to the governing body every term.

External agencies are contacted for advice as required, but especially if a child has needs which are new to the school. The Primary Behaviour Service have been working alongside LSAs and teachers to develop our approach with specific children. The school works closely with EMTAS (Ethnic Minority and Traveller Achievement Service) to support pupils with English as an Additional Language (EAL) and suspected special educational needs. This partnership ensures that language acquisition needs are clearly distinguished from underlying SEND, and that SEN is accurately identified and supported where appropriate.

LSAs, Teachers and the SENCo also visit other mainstream and specialist provisions to learn new ideas, which they can bring back to Knightwood.

## **6. Information about how equipment and facilities to support children and young people with special educational needs and disabilities will be secured**

### **How accessible is your education setting (indoors and outdoors)?**

Knightwood is a fairly newly designed building and it is entirely accessible to those with disabilities. Doorways and corridors are wide. All classrooms and the main playground are on one level. Ramps have been installed, so that everyone can access the raised, temporary classrooms, the year 3 corridor and the outdoor classroom. The school also has an accessible toilet and parking bay.

The school has a selection of equipment to support gross motor work, such as scooter boards, therabands and exercise balls.

Each Key Stage One class also has specialised equipment to support hand control, for example, putty, bandages, wind-up toys and tongs. There are also sloping boards, pencil grips and special pens available for any children who find such resources improve their handwriting. Computers are used to develop keyboard skills and provide alternative recording methods.

We have three cosy, child-friendly rooms with cushions, soft furnishings and lots of games, books, puppets and toys, where emotional support work is undertaken. These are used for emotional support work as well providing a focused, low-distraction environment for targeted, time-limited support, enabling pupils who may require small group or 1:1 support to consolidate key skills and build confidence. They are equipped with structured learning resources, visual supports, manipulatives, assistive technology and age-appropriate intervention materials designed to support access to learning and accelerate progress..

The school is equipped with a sensory room. This is a specialised space filled with various tools and resources that help children engage their senses in a supported and therapeutic way. The sensory room features a bubble tube, fibre optic lights, sound boards, infinity mirror, projector and various tactile boards which can all be switch operated by the children. Use of the sensory room is integrated into a child's daily routine if they require it.

The school is aware that in the future further, special provision may be required for particular individuals. This could include parents or children. Specialist advice and support will be sought as required.

Risk assessments are carried out when necessary for activities in and out of school.

Knightwood Primary School has an accessibility plan which can be found in the policies section of our website.

## **7. The arrangements for consulting parents of children with special educational needs and disabilities about, and involving such parents in, the education of their child**

**How will I know how my child is doing and how will you help me to support my child's learning?**

**How are parents and carers involved in school? How can I get involved and who can I contact for further information?**

Parents are encouraged to participate fully in the education of their children through a range of formal and informal opportunities including:

- Attending parent/teacher meetings
- Receiving and making written comments on termly reports
- Attending review meetings to discuss and sign Individual Support Plans (ISPs -these are sent home by email or post to non-attending families)
- Contributing reports for and attending annual Education Health and Care Plan review meetings
- Receiving curriculum overviews every half term.
- Opportunities to make an appointment with the class teacher and/or Special Educational Needs Coordinator (SENCo) to discuss plans, reports or assessments
- Attending meetings with external agencies
- Parent workshops hosted by SENCO and external practitioners.
- Parent drop in sessions with SENCO during coffee mornings.

A team approach is promoted. Parents are invited to attend meetings with external agencies and are given copies of reports or assessments.

Parents are encouraged to support programmes at home, by having flashcards of precision teaching words to practise or visual resources to reinforce vocabulary acquisition for example.

Teachers greet pupils at the classroom door each day, providing a consistent and welcoming start to the school day. This routine offers a brief opportunity for informal communication with parents or carers, including the sharing of relevant information that may support the child's learning or wellbeing. A similar opportunity for communication is available at the end of the school day.

Positive communication is prioritised. Teachers regularly share successes through reward charts, stickers, certificates and postcards, and will also make positive telephone calls home when pupils demonstrate improvement in behaviour, engagement or attainment. This approach supports strong home-school partnerships and promotes positive behaviours, confidence and progress.

Each year group provides opportunities for parents to visit during the school day to share work with their children.

Reception year staff make home visits to meet children and families in their own environment and parents attend open mornings and induction meetings at school. They also run an 'open classroom' every Friday morning at drop off time where parents can come in and read with their child in school.

Staff in other year groups are available for, 'Meet the Teacher,' sessions after school on an afternoon in July. They also hold Curriculum Evenings in September.

Parents are encouraged to support the school and their children by attending events organised by the Knightwood School Association, for example the School Fayres. They are also welcome to help in school, for instance by hearing readers.

The Special Educational Needs Coordinator (SENCo) works on a Monday, Wednesday and Friday. She encourages parents to telephone or visit her via appointment which can be made through the school office. The SENCO welcomes parents to meet with her to discuss any SEN concerns, advice about supporting their child in school, signposting to services and support with assessments.

Leaflets, online links and other information signposting parents and carers to external agencies and sources of support are shared regularly through ParentMail, the school's social media channels, and during SEN coffee mornings and workshops. These agencies offer advice for parents about how they can help their children at home. Parents will also be encouraged to view Hampshire's Local offer, which shows services available locally.

Additional information regarding conditions or need specific support can be obtained from the SENCO who has a variety of signposting documents and useful literature. Parents can request this via email to the school office, or during a meeting with the SENCO.

## **8. The arrangements for consulting young people with special educational needs and disabilities about, and involving them in, their education**

### **How will my child be able to contribute their views?**

Child-friendly Individual Support Plans (ISPs) are used. These are written in language the child can understand and include a profile of the child to give staff information about their likes and dislikes and how the child would like staff to work with them. They also contain information about what the child can do to meet their targets, as well as what others will do. Each child has a copy of their ISP to refer to and share whenever they want. Learning Support Assistants (LSAs) and teachers regularly evaluate and celebrate progress on ISPs with children. They are live, working documents. Children with an EHCP submit their views to contribute to their Annual Review meetings.

The school places high importance on pupil voice and ensures that children are supported to express their views about their learning, support and wellbeing. Pupil voice is gathered in a range of age-appropriate and accessible ways, including informal conversations, structured pupil interviews, questionnaires, drawings, symbol-supported activities, and contributions to SEN Support Plans and EHCP reviews. For pupils with communication difficulties, alternative and augmentative communication (AAC), visuals or adult facilitation are used to ensure that their views are captured meaningfully. Pupil voice is considered at each stage of the graduated approach and is used to inform planning, review and decision-making, supporting pupils to feel listened to, valued and involved in their education.

The senior leadership team, curriculum subject coordinators and governors regularly undertake pupil voice activities to evaluate and guide practice.

'Assessment for Learning' approaches are used so children can review their achievements and plan the next steps in their learning.

Children with SEN are fully involved in the Smart School Council. Children are encouraged to take an active role in discussion and leading the class meetings. All children's views and opinions are equally valued.

### **9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs and disabilities concerning the provision made at the school**

#### **What steps should I take if I have a concern about the school's special educational needs and disabilities provision?**

If parents have any concerns about their child's progress or provision, they are encouraged firstly to see the class teacher. The next step would be contacting the Special Educational Needs Coordinator, via the school office, who would be happy to discuss any issues. If questions still remain parents should consult the school's Complaints Policy which can be found on the school website.

Parents may also approach outside agencies, such as the Hampshire SENDIASS service for advice.

### **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils**

#### **What specialist services and expertise are available at or accessed by the school?**

The Governing Body works with school leaders to ensure that pupils with special educational needs and disabilities receive appropriate, coordinated support, and that families are signposted effectively to wider services. Through regular monitoring and discussion with the Headteacher and SENCO, governors maintain oversight of how the school engages with health, social care, local authority services and voluntary organisations to meet pupils' needs.

The Governing Body ensures that the school works collaboratively with external agencies where required, including contributing to assessments, reviews and multi-agency meetings. Governors also ensure that families are supported through clear communication, signposting to advice services, and access to support networks, recognising the importance of early help and joined-up working in improving outcomes for pupils with SEND.

The school accesses a range of specialist services and professional expertise to support pupils with SEND, according to identified need. This includes, but is not limited to:

- Educational Psychology
- Specialist Teacher Advisory Services (including Communication and Interaction, Hearing Impairment, Vision Impairment and Physical Disability)
- Speech and Language Therapy
- Occupational Therapy and Physiotherapy
- Primary Behaviour Support
- Child and Adolescent Mental Health Services and Mental Health Support Teams
- School Nursing and other health professionals
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Autism Education Trust training and resources
- Voluntary and community organisations offering family support and advice

The SENCO coordinates involvement with specialist services and ensures that advice and recommendations are integrated into school practice. The impact of specialist input is reviewed through the graduated approach, ensuring that external expertise contributes meaningfully to improved access, inclusion and outcomes for pupils.

## **11. The contact details of support services for the parents of pupils with special educational needs and disabilities, including those for arrangements made in accordance with clause 32**

### **Who can the school contact on behalf of the parents for additional advice in supporting children with special educational needs and disabilities?**

We can be supported by the school nurse, a speech and language therapist, an occupational therapist, a communication and language adviser, an assistive technology adviser, a physiotherapist, the behaviour support team, a hearing impairment adviser, a visual impairment adviser, a physical disabilities adviser and an educational psychologist on a termly basis.

The Ethnic Minorities and Traveller Achievement Service, social services and voluntary organisations all provide advice and support as and when required. Local special schools also offer outreach support to mainstream schools, which is utilised when necessary.

Staff who work alongside the children being reviewed by external agencies are released to attend the meetings, improving their classroom practice.

Parents are invited to attend reviews with external agencies and receive copies of reports produced.

The school can advise parents how to contact external agencies which may be of value to their children and themselves.

Hampshire's Local Offer will also indicate which support services are available for parents and children.

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education**

### **How will the school prepare and support my child to join the school or transfer to a new school?**

Reception year staff visit and telephone the pre-schools who transfer children to Knightwood, to discuss individuals. They also receive documents which show progress in the Early Years Foundation Stage. Home visits are made so staff can meet children and families in their own environment and parents attend induction meetings at school. Contact is made with external agencies involved with children. Extra pre-school visits, focusing on individuals are made where necessary and bespoke transition plans can be utilised for children who require a more tailored transition.

Links with the secondary schools in the area are firmly established. The year 6 teachers, Learning Support Assistants (LSAs) and the Special Educational Needs Coordinator (SENCo) meet with secondary staff to discuss individuals. Visits are made by secondary staff and pupils to see our children and by our children to see the secondary school and staff.

Particular care is taken with children on the Special Educational Needs and Disabilities (SEND) register as staff liaise directly between the schools. The secondary SENCo and Higher Level Teaching Assistants visit our SENCo to share information and transfer records.

Our emotional support assistants and SENCo also meet with the secondary emotional support assistants to share information about individuals.

We run transition groups for vulnerable children. Fun activities focus on potential areas of concern such as timetables, finding my way around and homework. Extra visits for transition group children are arranged. The children, accompanied by LSAs, visit the school for a special tour. They do some activities in the Study Skills centre, meet the key support staff and ask any extra questions they have.

The school also works closely with the Education and Inclusion Team and the Mental Health Support Team (MHST) to support pupils during transition to secondary school. These services provide targeted guidance and deliver specific workshops and training sessions for staff, focusing on strategies to support pupils with more complex or specific needs as they prepare for the move to secondary education. This collaborative approach helps to ensure that transitions are well planned, supportive and responsive to individual needs, promoting continuity, wellbeing and inclusion.

Children can access the 'Worry Monster' post-box and webpage to reach out for individualised support.

Additional meetings between current and new staff, parents and pupils, are also organised where beneficial. These may take the form of Transition Partnership Agreement (TPA) meetings when transfer is between key stages.

When a pupil with identified or suspected special educational needs transfers from another school, the SENCO will arrange an initial SEN meeting with parents or carers as early as possible. This meeting provides an opportunity to share information, discuss the pupil's strengths and needs, review existing support and reports, and agree immediate next steps to support a smooth transition.

For pupils joining the school outside of Reception, baseline assessment on entry is carried out to establish attainment levels, identify gaps in learning and inform appropriate provision. Assessment information, alongside professional reports and parent and pupil views, is used to ensure that support is timely, targeted and responsive, and that pupils are able to access learning effectively from the point of entry.

Where appropriate, external agencies are involved when pupils with specific needs transfer to the school, in order to support continuity of provision. Visits, consultations or information sharing with relevant professionals help to ensure that support is maintained and adapted effectively to meet the pupil's needs from the point of transition.

### **13. Information on where the local authority's local offer is published**

#### **Where can I get further information about services for my child?**

This Special Educational Needs Information Report is provided as part of Hampshire's Local Offer.

This Special Educational Needs Information Report was written by the Special Educational Needs Coordinator (SENCo) in consultation with the Knightwood parents, leaders, teachers, Learning Support Assistants, governors, educational psychologist and the local SENCo Circle and is updated annually.

This version was created in January 2026