

SEND

INFORMATION

July 2026

Prepared By.

Helen Hannam



Our Vision

Together, we grow with love, joy and responsibility, so that we are prepared to make a positive difference to our own lives, our community, and the world around us.

Love

“Love never fails.”

– 1 Corinthians 13:8



Joy

***“The joy of the Lord is
your strength.”***

– Nehemiah 8:10



Responsibility

***“Whatever you do, work
at it with all your heart.”***

– Colossians 3:23



Welcome

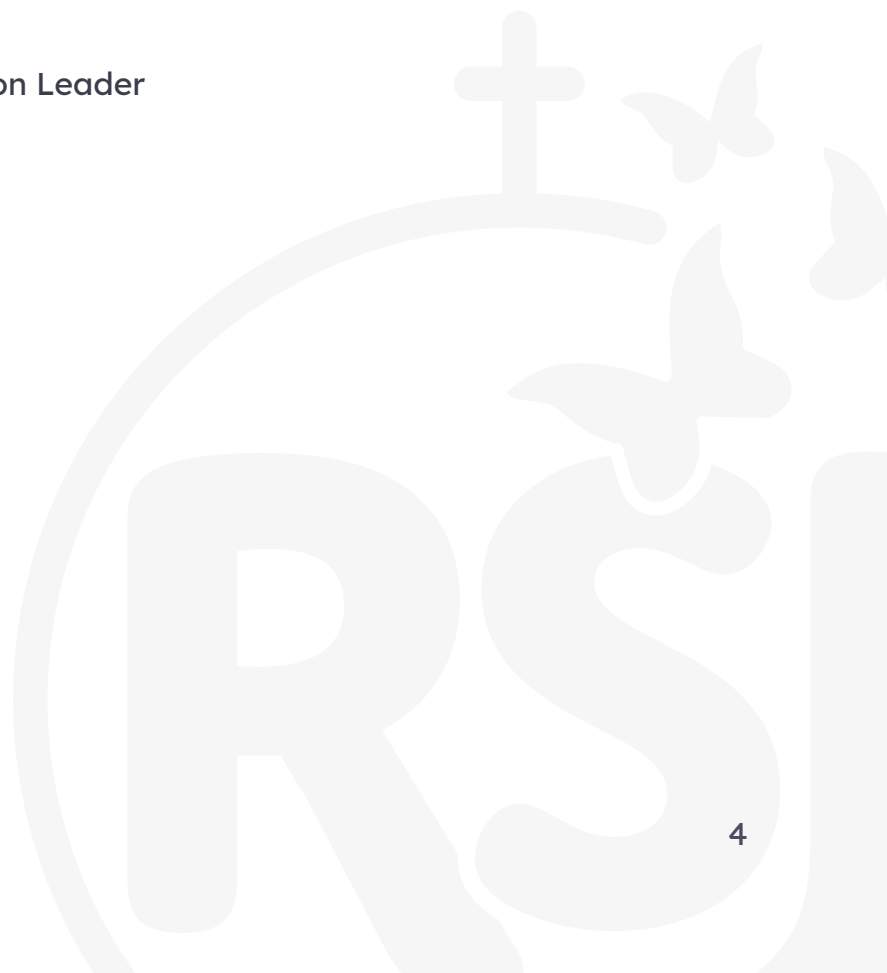
At Rownhams St John's CE Primary School, we strive to create a welcoming, inclusive community where every child feels a true sense of belonging and demonstrates our school values of love, joy and responsibility in everything they do.

As Inclusion Leader, I'm passionate about ensuring that all children feel valued and supported. This SEND Information Report explains how we identify and support children with special educational needs, working closely with families and professionals to provide the best possible care.

Our school is proud to be inclusive, adapting our teaching and environment to help every child thrive. If you have any questions or need support, I'm always here to help.

Helen Hannam

Deputy Headteacher & Inclusion Leader





Introduction

This SEND Information Report explains how we identify and support children with special educational needs and disabilities at Rownhams. It includes information about our inclusion team, how needs are assessed, the support and adaptations we provide, how we work with children, families and outside agencies, and where to find further local guidance.



Our Team

Our Inclusion Team works closely with families to support children's learning and development.



Mrs Helen Hannam
Deputy Headteacher
Inclusion Leader



Mrs Helen Poulter
Child and Family
Support Worker



Mrs Kelly Noel
Emotional Literacy
Support Assistant



Meeting with our Inclusion Leader

Helen Hannam offers regular meeting times for parents on:

- Mondays at 8.30am and 2.30pm
- Tuesdays at 3:00pm and 4:00pm
- Thursdays at 8.30am and 2:30pm
- Fridays at 2:30pm

For your convenience, appointments can be booked via this bookable calendar:

[Inclusion Leader - Bookable Calendar](#)

If you are unable to find a slot that works for you, please do not hesitate to contact the school office, and we will find a mutually convenient time.



Special Educational Needs

At Rownhams St John's Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of Practice 2015:



Cognition & Learning

- Specific learning difficulties
- Moderate learning difficulties
- Global development delay



Communication & Interaction

- Autism Spectrum Condition (ASC)
- Social communication difficulties
- Language delays/disorders
- Speech sound disorders



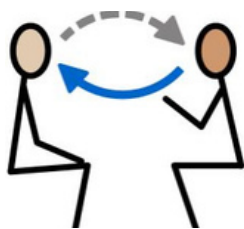
Social, Emotional & Mental Health

- Attention deficit hyperactivity disorder (ADHD)
- Attention deficit disorder (ADD)
- Attachment disorders
- Mental health difficulties



Sensory & Physical

- Physical difficulties
- Sensory Needs
- Hearing Impairment
- Visual Impairment



Identifying and Assessing Need

At Rownhams, we work closely as a team and if staff have a concern about a child, they speak to the SENDCO and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

Children who continue to cause concern despite targeted evidence based intervention will be placed on the school SEND register, and we will invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.



Moving to an Education, Health and Care Plan

The majority of children with SEND or additional needs will have their needs met through additional support plans, and the support of outside agencies, within the school setting.

An EHCP (Education, Health and Care Plan) is a legal document that outlines the support a child with significant and long-term special educational needs requires to help them thrive in school. It includes information about their needs, the support they should receive, and the outcomes they're working towards. The plan is developed in collaboration with parents, school staff, and professionals from health and care services, and it's reviewed annually to make sure it continues to meet the child's needs.



Our Curriculum

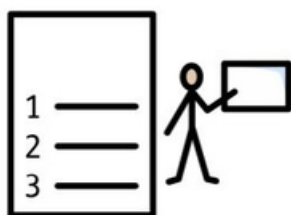
We provide all children with a curriculum that is coherently sequenced and tailored to support specific needs, whilst ensuring a level of challenge to allow children to make expected levels of progress. We provide an exciting, opportunity rich curriculum with appropriate layers of challenge for all children. Our children benefit from an extensive range of curriculum enhancement and enrichment opportunities (trips, visits, visitors, workshops etc).



Our approach to teaching children with SEND

Rownhams is a very inclusive school and we use teaching methods, tools and techniques that are suitable for all children, whatever their needs. We have calming classrooms that feel nurturing and allow children's brains to be calm enough to learn.

Every teacher is a teacher of every child, including those with SEND and we strive to promote high quality inclusive teaching for all our children. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.



High Quality Inclusive Teaching

To support our teaching, we use The Education Endowment Foundation (EEF) guidance 'Five-a-day' and embed the key principles into all our lessons:

- 1) Explicit Instruction:** A range of "teacher-led" approaches, focused on teacher demonstration followed by guided practice and independent practice.
- 2) Cognitive and metacognitive strategies:** Supports pupils to recall previously learned content before they move on to new content.
- 3) Scaffolding:** Offering children temporary supports, such as task plans and visuals that increase pupil independence and make them less reliant on adult support.
- 4) Flexible grouping:** Working with different pupils, forming temporary groups when children have the same difficulty or misconception.
- 5) Technology:** Utilises technology as part of lesson delivery. Supports pupils to use technology to record their learning.

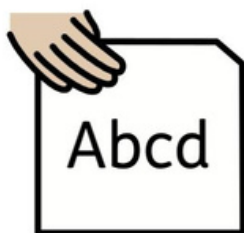


Curriculum Adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.



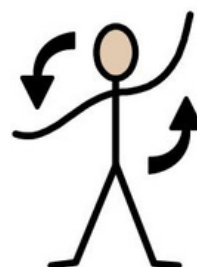
Self-Assessment



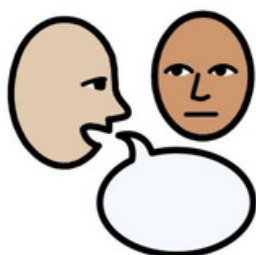
Word Banks



Small Groups



Movement Breaks



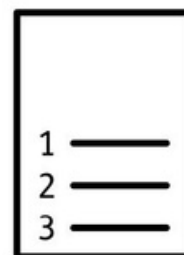
Talk Partners



Pre-teaching



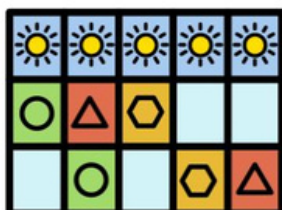
Peer Marking



Task Boards



Assistive Technology



Visual Timetables



Timers



Explicit Instruction

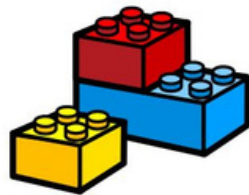


Evidence based interventions

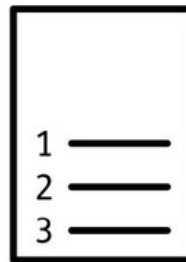
Some children will require additional support within the normal classroom environment or in specific targeted intervention groups in order to overcome certain barriers to learning. When a child has been identified as requiring additional support we will decide the most appropriate intervention to meet their need.



ELSA



Lego Therapy



Precision
Teaching



Dyslexia Gold



Body Based
Regulation



Achieving Body
Control



Write from the
Start



Speech and
Language Therapy



Bucket Time



Phonics: Fast
Track Tutoring



Rapid Reading

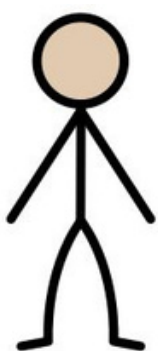


Understanding
Myself



Progress Celebrations

If your child is on our SEND register, we will invite you in for a termly 'Progress Celebration' meeting with your child's class teacher. These meetings are used to celebrate your child's learning, look at the progress they have made, create new targets, discuss next steps and to ask your views. A copy of this will always be sent home after the meetings.



Views of the Child

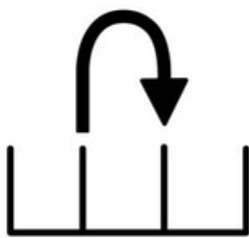
Children's views are very important. They have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Pupils are given regular opportunities to:

- Self assess how they are doing;
 - Attend meetings and help decide the support they would benefit from;
 - Feedback and Review Progress and Interventions.
-



Staff Training

At Rownhams, all our teachers are trained to work with children with SEND and all have access to advice, information, training and resources to enable them to teach all children effectively.



Transition Support

We carefully plan transitions so that children feel safe, known and well supported as they move into, through and beyond our school. This includes starting in Reception, moving to a new team, joining us during the school year and preparing for secondary school.

Preschool to Reception

- We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet the class teachers and SENCO and find out more about Team Rownhams.
- We hold 'stay and play' sessions in the second half of the summer term in preparation for their September start.
- We offer home visits and a welcome session for parents, carers and children in September.
- Children are welcome to start with us full time in September and we also offer a part time start.
- Social stories are provided.

Starting in a new year group

- Transition is supported by meetings, information leaflets and taster sessions in each new class.
- Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.
- Class teachers and LSAs meet with each other during the summer term to discuss the needs of the children and share Pupil Profiles and plans.

Secondary Transition

- We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year New Starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support that the child benefits from.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Hampshire Educational Psychology Team
- Hampshire Primary Behaviour Service
- Forest Park Outreach Service
- School Nursing Team
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist Teaching Advisory Service

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the professional has worked with your child, there will be a chance for a meeting to talk about the advice which was shar



Clubs and Trips

All our extra-curricular activities and school trips are available to all our children, including our before-and after-school clubs.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances and workshops. All children are encouraged to apply for roles of responsibility in school e.g. young governors, prefects, play leaders and junior road safety officers.

No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Hampshire Local Offer

The Hampshire Local Authority Local Offer can be found at: [Hampshire Local Offer](#)

The Southampton Local Authority Local Offer can be found at: [Southampton Local Offer](#)

