

Peel Common Primary School Special Educational Needs Report 2026.

Regulation	Key Question	School Information
The kind of special educational needs for which provision is made at the school	What is Special Educational Needs? What kinds of SEND do pupils have in school?	At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015) which states: A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age. A child of compulsory school age has a learning difficulty or disability if he or she: • has a significantly greater difficulty in learning than the majority of others of the same age, or • has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Students at Peel Common Primary School have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties, Autism Spectrum Conditions (ASC) and Sensory Impairments including Visual and Hearing and physical difficulties.
Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO	How does the school know if my child needs extra help? What should I do if I think my child has SEND? How will I raise concerns if I need to?	We know when a pupil needs help if: • Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion. • Screening, as a result of a concern being raised, indicates gap in knowledge and/or skills. • Whole school tracking of attainment outcomes indicates lack of expected rate of progress. • Observation of the pupil indicates that they have additional needs Talk to us – we have an open-door policy and always welcome any communication with you. In the first instance please speak to your child's class teacher if you have any concerns. Alternatively, you can speak to the Special Educational Needs Co-ordinator (SENCo), or Mrs Dudley, the Headteacher by contacting the school office. E-mails can be sent to: admin@peelcommon.co.uk with the subject line FAO: SENCo. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you are able to do the same with us.

Peel Common Primary School Special Educational Needs Report 2026.

Arrangements for consulting parents of children with SEN and involving them in their child's education	How are parents and carers currently involved in your education setting? How can I get involved and who can I contact for further information?	We will always: • listen to your concerns and suggest strategies that you can use at home; • involve you in discussions about your child's progress and how you can support them outside of school to achieve their targets; • support you, when we have shared concerns, in contacting external agencies to ask for more support, and helping you to complete forms for external agencies; • provide family support from our Home School Link Worker, or work closely alongside you ourselves, to tackle any difficulties you may be having at home due to your child's needs; • signpost you to other appropriate organisations and support networks. You may wish to contact Support4SEND (formerly Hampshire Parent Partnership Service) on 01962 845 870, or email them at enquiries.support4send@hants.gov.uk. Support4SEND provides free, impartial information, advice and support to parents/carers of children and young people with special educational needs and disabilities (SEND). Further help can be found at the IPSEA website, www.ipsea.org.uk. IPSEA is a national charity providing free legally based advice to families who have children with special educational needs. In addition support, advice and guidance can be found through Hampshire SENDIASS - Special Educational Needs Support
The Local Offer	How can I find the local authority's Local Offer?	Information about Hampshire's Special Educational Needs and Disabilities (SEND) 'Local Offer' is available at: SEND Local Offer Hampshire CTSH
Arrangements for consulting young people with SEN and involving them in their education	How will my child be able to contribute their views?	Children with SEN have a number of opportunities to be involved in their education. Children are encouraged to have an input into their statutory review meeting through identifying their strengths and areas for development and suggesting how improvements can be implemented. In addition, there is a school council which contributes ideas and suggestions for school improvement.
Arrangements for assessing and reviewing children and young people's progress	How will the school prepare and support my child/young person to join the school or transfer to a new school?	We encourage all new children to visit our school prior to starting, where they will be shown around the school and meet their new class and class teacher. For children with SEND, we would actively encourage visits to assist with the acclimatisation of their new surroundings. It would also be beneficial for new parents of children with SEND to

Peel Common Primary School Special Educational Needs Report 2026.

towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review higher education, employment, independent living and participation in society		meet with the SENCo prior to their child starting. We liaise closely with staff when receiving and transferring children from and to different schools, ensuring that all relevant paperwork is received or passed on, and that all needs are discussed and understood. If your child has specific needs, then a TPA (Transition Partnership Agreement) or an EHCP review will be used to aid a transition meeting, during which we will invite staff from both schools, and the pupil's parents to attend.
The approach to teaching children and young people with SEN	How will the school support my child?	Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. Planned work and resources are designed to support and challenge all children whatever their ability. Teachers receive training and are up to date with Ordinarily Available Provision guidance, Quality First Teaching strategies and the four areas of need. This is captured in our 4-step Plan for Learning Success document which outlines the four stages of support, provides clear examples of provision and adaptations at each stages and ensures a consistent, whole-school approach to inclusion. We make the following adaptations to ensure all pupils' needs are met: • Curriculum adaptations such as flexible grouping, scaffolded tasks, targeted 1:1 support and adjusted lesson content. • Resource and staffing adaptations ensuring the right support is available at the right time. • Use of recommended aids including laptops, coloured overlays, visual timetables, larger print, workstations, writing slopes and pencil grips. • Adaptive teaching strategies such as increased processing time, pre-teaching key vocabulary, chunked instructions and reading information aloud. Across the school, LSAs support learning every morning under the direction of the class teacher. In the afternoons, LSAs may deliver catch-up groups, targeted interventions or pre-teaching for upcoming units.

Peel Common Primary School Special Educational Needs Report 2026.

		Pupils with an EHCP have identified key adults who may support them in class, in small groups or through guided support in whole-class learning. This ensures pupils receive the help they need while developing independence.
How adaptations are made to the curriculum and the learning environment of children and young people with SEN	How will the curriculum be matched to my child's needs? How are the school's resources allocated and matched to children's special educational needs?	All of our pupils participate in our broad-based curriculum. All Class Teachers and Support Staff at Peel Common Primary School understand that all pupils must achieve the highest possible standards across the curriculum. Some children will require variation of tasks for different aspects of the curriculum (work is scaffolded or adapted to match their needs) in order to achieve their targets. Class Teachers will plan for this as part of their weekly planning. Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Support Staff (LSAs) are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.
The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured	What training have the staff supporting children with SEND had or are currently having?	The SENCo along with completing the NPQSEN, also has specialist access to the most common aspects of SEN SpLD (Dyslexia), Cognitive Difficulties, ADD/ADHD, ASD, Emotional/Behavioural Difficulties and Speech/Language & Communication Difficulties. The SENCo is responsible for attending regular update meetings and briefings, and shares these with all members of staff in school. Support staff also meet regularly with the SENCo for training purposes. Key messages and essential information are communicated and shared through these meetings regarding key pupils, intervention strategies, and relevant research and policies. At Peel Common Primary School, we are committed to ensuring that staff are trained to meet the needs of pupils with additional needs and their knowledge is updated when necessary. As a school we work closely with a range of external specialist services which are relevant to our pupils' needs. These may include Speech and Language Therapists, Behaviour Support Workers, Parent Support Advisors, Social Workers, Paediatricians and Educational Psychologists. In addition, the Special Educational Needs Co-ordinator and Head Teacher are able to consult with Hampshire County Council for advice and support. We also have specialist ELSA support (emotional literacy support) which is supervised by the Hampshire Education Psychology Service. All staff are subject to an annual review (Appraisal) which

Peel Common Primary School Special Educational Needs Report 2026.

		identifies training needs; these identified training opportunities are supported either internally or externally.
Evaluating the effectiveness of the provision made for children and young people with SEN	How will the school evaluate the effectiveness of the SEN provision made for pupils?	We follow the graduated approach as outlined in the SEND Code of Practise. All pupils on the SEND register have a Pupil Profile which Assesses need, Plans targets and interventions and Reviews progress. These are reviewed, updated and shared with children and families termly. The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared with governors and be judged by external moderators such as Ofsted. School leaders monitor provision and its effectiveness as part of their monitoring cycle. In addition, the school are visited by the Local Authority each year for an LLPR (Leadership and Learning Progress Review), as a minimum, where the provision for children with SEN will be evaluated.