



Vigo Primary School

SEN Information Report



2026-2027

Our vision for our pupils with SEN at Vigo

Vigo Primary School is an inclusive school where we embrace the fact that every child is different and therefore the educational needs of all children will be different. We strive for all pupils with SEN to have full and equal access to a rich and broad curriculum and aim high for all pupils to achieve the best possible outcomes. We endeavour to create provision which overcomes specific barriers to learning and ensure pupils with SEN can be independent and successful within all lessons. All children have the capability to learn and as a school we endeavour to find an approach that works for each child.

We recognise and celebrate neurodiversity and the unique strengths, interests and perspectives that all children bring to our school community. We are committed to removing barriers to learning, participation and belonging through an inclusive approach that promotes independence, wellbeing and positive outcomes.

Most importantly, we aim for our pupils with SEN to be feel happy, safe and nurtured within school and leave us achieving well and ready for their next step to contributing positively to the wider community.

The SEN Team

At Vigo Primary School, we have a strong team of professionals who have a high level of experience and skills within the area of SEND. Within the team, we have:

- Suzanna Wright – SENCO
- Gary Kew – Assistant Headteacher (Pastoral) and Ready to Learn Inclusion Base Lead
- Carrie Neale – Resourced Provision Manager for SLCN
- Pippa Ive – Inclusion Support Worker
- Holly Croxford – Stepping Stones Inclusion Base Lead
- Will Stott – Lead Thrive Practitioner
- Kim Parry – Child & Family Worker
- Katie Thomas – SEN Admin / Attendance Officer
- Rachel Dance – Mental Health Lead
- Ralph – School Therapy Dog

In addition to this, we have a number of Learning Support Assistants (LSAs) who have experience and skills in a range of SEND areas.

How does the school know if children have special educational needs or are in need of extra help?

At Vigo Primary School, children are identified as having SEN through a variety of ways, usually a combination of some of the following:

- Liaison with previous school or pre-school.
- Child performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by teachers, for example behaviour or self-esteem is affecting performance.
- Liaison with external agencies.
- Children with an EHCP already have many of their needs clearly identified. Their placement at our school is a decision which is made by the Local Education Authority. This is the same for both mainstream and children with Resourced Provision EHCPs.

How will I raise concerns if I think my child has special educational needs or I am worried about their progress?

- Talk to us. Contact your child's class teacher or a member of the SEN Team or the Head teacher. This can be done in person, by email or by phone. In some cases, home / school contact books are used to enable effective communication.

How will school support my child?

Who will oversee, plan work with my child and how often?

- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress is made in every area.
- The SENCO oversees the progress of any child requiring additional support across the school.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group. This is normal practice within our school.
- The Resourced Provision is managed by a specialist teacher. RP children are supported by LSAs within their classroom. A Speech and Language Therapist from the local Hospitals Trust works within the school once a week and monitors these children closely.
- The Nurture Groups are managed by the SENCO and the Lead Thrive Practitioner.
- Our Ready to Learn Inclusion Base is managed by our Assistant Headteacher (Gary Kew).
- Our Stepping Stones Inclusion Base is managed by Holly Croxford.
- The Inclusion Support Worker monitors progress of provision for pupils with SEND, including those on a Personal Support Plan.

Who will explain this to me?

- The class teacher or SENCO will meet with you on a termly basis (this could be part of a Parent's evening) to discuss your child's needs, support and progress.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between meetings.
- The SENCO is available to discuss needs and support in more detail.
- If a child has a Resourced Provision placement, the RP manager is available to discuss needs and support in more detail.

- If your child is accessing support through either Stepping Stones or Ready to Learn, the Inclusion Base lead will be happy to discuss provision and support in more detail.

How do we support pupils with SEN?

At Vigo Primary School we follow the graduated approach outlined in the SEND Code of Practice. This means support is delivered through a cyclical process of:

- Assess
- Plan
- Do
- Review

Parents and children are involved throughout this process, ensuring support remains responsive to need and focused on achieving positive outcomes.

How will the curriculum be adapted to match my child's need?

- Teachers use adaptive teaching strategies to ensure all pupils can access learning. Adaptations may include scaffolding, visual supports, concrete resources, pre-teaching, alternative methods of recording and personalised adjustments
- All children, including those with SEN, will have access to the appropriate resources needed to help them make progress. These may include more specialist resources such as visual communication systems.
- The SEN Team support class teachers in ensuring that adaptive teaching strategies and approaches are in use. They spend time within classrooms guiding staff and supporting children with SEN.

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

- The class teacher alongside the SEN team will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support at different points in time. Support can be based around their learning, speech & language, physical, emotional or social needs.
- Your child's class teacher and / or an appropriate member of the SEN Team will always be happy to discuss the support your child is currently receiving.
- Where children have an EHCP (Education Health Care Plan), an Annual (EHCP) Review meeting will take place each year to review the support package an individual child is receiving.
- Vigo has a strong Ordinarily Available Provision offer. This offer is able to support a large and wide range of needs within the school. Examples of the OAP on offer are:
 - Visual timetables
 - Makaton signing
 - Flexible seating
 - Sensory adjustments
 - Language interventions
 - Social communication support
 - Emotional regulation support

- Adaptive teaching
- Assistive technology where appropriate

How will we know if this has had an impact?

- Through tracking all children's academic progress against national Age Related Expectations (ARE), we are able to see not only the progress they are making, but also whether the gap is narrowing between them and their peers. Those children with a significant learning gap will be assessed using Earwig, which will be able to track progress over time and impact of intervention.
- Reviewing children's individual targets allows us to see progress being made.
- Verbal feedback from the child, parents and teacher helps to build a wider picture of impact.
- Parents will always be informed when their child's progress is no longer a concern.

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

What opportunities will there be for me to discuss my child's progress?

- Parents evenings offer opportunities to discuss your child's progress with their class teacher. The SENCO, RP manager, Stepping Stones Leader and Ready to Learn Leader are also available to meet with on these occasions.
- You are always welcome to make an appointment to meet with the child's class teacher or a member of the SEN team to discuss how your child is getting on. Through these meetings, we can offer advice and practical ways that you can help your child at home.
- Your child may have an SEN Pupil Passport. You will have a chance to discuss this and provide input into the information and strategies on the passport.
- If your child has an EHCP, they will have an Individual Learning Plan, which will highlight their current targets linked to their EHCP. This will be reviewed and adapted and shared with you on a half-termly basis.
- If your child has complex SEN, a Transition Partnership Agreement (TPA) may be sought and recorded. They may have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place annually to discuss your child's progress.

How does the school know how well my child is doing?

- As a school, we measure children's progress in learning against national expectations and age related expectations. For those with a significant learning gap, Earwig assessment package is used to track progress.
- Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Yr 6, using a variety of different methods. Learning progress is tracked continuously.
- Our SENCO meets with all teachers on a regular basis and spends time in all classes, so is able to monitor progress of all children with SEN.
- Our RP manager liaises with classteachers regularly to share progress and plan next steps.
- Pupil progress meetings are held every term between each class teacher and the Senior Leadership Team. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed.

- At Vigo Primary School, we carry out a Language assessment (Language Links) on all our children. Children with language difficulties are reassessed at key points to enable us to monitor progress. Parents are informed of these results. This is overseen by Carrie Neale (RP Manager)
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example Dyslexia Assessments and various standardised speech and language assessments.

What support will there be for my child's overall well-being?

What is the pastoral, medical and social support available in the school?

- We are an inclusive school that holds a child's emotional well-being as a priority. Emotional, social and medical needs can be a barrier to a child learning and their progress. We have a caring, understanding and flexible team of staff who aim to work in partnership with parents when it comes to meeting a child's needs.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. This teacher should always be a parent's first point of contact. If further support is required, the class teacher will liaise with the SENCO for further advice and support. This may involve working with outside agencies, such as health and social services and / or the primary behaviour service.
- There are nurture groups that run within the school. We have a specific Year R group and three groups that are vertically grouped. These groups are managed by our SENCO and our Lead Thrive Practitioner and led by our team of ELSA / TALA LSAs. The groups help to develop a child's social and emotional skills based on Thrive principles.
- The school also has ELSAs (Emotional Literacy Support Assistants) and TALA (Therapeutic Active Listening Assistant) practitioners, who work under the direction of the SENCO with vulnerable children during the school day.
- The school has a Ready to Learn Inclusion Base. Children with SEMH (Social Emotional Mental Health) needs can be supported through the R2L classroom where children work with a higher staff to children ratio (1adult:3children). This support offers children the opportunity to develop their resilience and understanding of themselves, their impact on others and their impact on the world around them. The aim will be that the child will develop their skills to be able to integrate back into their mainstream classroom full time. Parents will be kept informed at all stages. R2L is led by the Assistant Head Teacher and children are further supported by LSA's.
- We have our Stepping Stones Inclusion Base which supports pupils with significant needs related to Autism and Communication and Interaction. This is led by a teacher and supported by a team of 6 LSAs. The aim of this Inclusion Base is to enable children to successfully manage the mainstream classroom environment on a part-time and eventually full-time basis, and the learning within the classroom (adapted according to need).
- There is a Young Carers club that runs once a week. There is an open invite for any young carers to attend this club, which is run by our Inclusion Support Worker and supported by Andover Young Carers.
- We also run SEN lunchtime clubs for children who find the playground difficult for a variety of reasons and need a quieter, adult guided, option. We have one of both sides of the school, supporting Year R / KS1 and KS2. Our nurture group is also open every lunchtime for KS2 pupils and staffed by our ELSAs and TALAs. This is run on a drop in basis to support any pupils who may need someone to talk to or need some guidance with emotional and social issues.

- Resourced Provision children spend the majority of their time within their mainstream classroom. This helps them to be fully included and helps them to establish good friendship groups.
- All children with a significant medical need will have a Personal Emergency Evacuation Plan (PEEP). The aim of the PEEP is to plan for support that will be needed for the child within an emergency evacuation of the school and who will be responsible for this. The need for a PEEP will be assessed by school staff. If your child has a PEEP, this will always be shared with you as a parent.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents.
- Parents need to speak to the office if medication is recommended by health professionals to be taken during the school day. There will be a form to be filled in to ensure all the relevant details are passed to the school.
- Every classroom has a medical box which contains first aid equipment and medicines, with clear instructions for administration. Any medicine's that are classed as controlled drugs are kept within the school office and administered within the office.
- As a staff, we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.
- If a child has a medical need, a care plan will be written outlining their needs and the procedures that staff must follow.
- As a school, we also have key staff who are first aid trained.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school, we have a positive approach to behaviour with a clear reward and sanction system in place in all classrooms, that is followed by staff and pupils.
- If a child has significant behaviour difficulties, a Personal Support Plan (PSP) is written to identify the specific issues and put relevant support and strategies in place. This plan includes a Risk Assessment for Challenging Behaviour to allow staff to explore reactive and proactive measures to meeting the child's needs.
- The school's Ready to Learn classroom supports children with SEMH (Social Emotional Mental Health) needs. This support can help to unpick the difficulties that may be underlying behaviour that is being seen. These issues can then be addressed enabling children to be more successful at managing their feelings and behaviours within their classroom and around the school.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher. Various incentive schemes are used promoting good attendance throughout the school. Our Child & Family Worker supports families where attendance is an issue.
- There is a commitment to supporting children experiencing Emotionally Based School Avoidance (EBSA). A staged response to EBSA is in place, ensuring early identification and graduated support for anxious pupils. Key staff work closely with the child to capture their views, support them to adapt their thinking and their confidence to try support strategies and support their families to ensure an aligned approach to improving the pupil's attendance. Mental Health Support Team involvement is sought where appropriate and following initial support within the school being trialled first.

How will my child be able to contribute their views?

- Progress and targets are discussed with all children as normal practice. Children are encouraged to identify their own next steps with guidance from their teacher.
- Children who have individual targets set will always have a discussion with an adult on what these targets are and how they will be supported to meet them.
- Pupil passports are always discussed with children (when appropriate) and their views are captured within the passport in regards to their strengths, needs, provision and targets.
- When appropriate, the school uses aspects of person centre planning approaches when completing reviews.
- All of our classrooms have feelings indicators, where individual children are able to indicate how they are feeling each day. These are regularly checked by class teachers and acted upon if necessary.
- If your child has an TPA or EHCP, their views will be sought before any review meetings.

How are the Governors involved and what are their responsibilities?

- One of the Governors is responsible for SEN and meets regularly with the SENCO.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How are parents involved in the school? How can I get involved?

- As a school, we are always keen to work in partnership with parents in ensuring the best outcomes for each individual child. Parents are asked to get involved in their child's learning through home learning tasks set by class teachers each week.
- We are happy for parents to volunteer to help within school, under the guidance of a teacher. This could be helping with hearing individual readers, or more general classroom activities. If you are interested in volunteering your help, then please make your interest known to our admin staff, who will pass this on to the relevant person.
- Parents are always welcome to support the school during outside visits and school trips. If you are able to get involved with these, then please speak to your child's class teacher.
- There are many opportunities to be involved in shaping the school's policies and practice, through attending PTA meetings or speaking with your Year Group Parent Rep and by completing questionnaires sent out by the school (some of which will be specific to SEN).
- There is a programme of workshops which is run by a variety of members of staff throughout the year. These are aimed at supporting parents to support their child's individual needs at home.

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

- Our SEN Team all spend time in all classrooms and therefore have a good understanding of how children with SEN are being supported and are able to address issues as and when they arise.
- One of our Assistant Headteachers, Mr Gary Kew, has extensive experience in supporting children with SEMH needs and he and his team support staff across the school in developing effective strategies and approaches within their classrooms.
- Our Stepping Stones Inclusion Base Lead has experience of both mainstream and special school practice.

- Within all of our classrooms, Makaton signing is used to enable improved communication and understanding for all. We also use narrative therapy, cued articulation and lego therapy across the school to develop children's literacy and language skills. Visual timetables are also in use throughout the school.
- As a school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies may include:
 - Primary Behaviour Service
 - Educational Psychologists
 - Specialist Advisory Teachers
 - Social Services and Early Help Hub
 - Health Services including: Mental Health Support Team, CAMHS, GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational and physio therapists

What training have the staff supporting children with SEN had or are currently having?

- All teaching and support staff receive ongoing training in SEND and inclusion. Recent areas of professional development include autism, speech and language development, trauma-informed approaches, supporting emotional wellbeing and adaptive teaching.
- Our current SENCO has over 24 years of experience as a SENCO. She has completed various courses over the years. More recently those include,
 - Youth Mental Health First Aid Certificate
 - Postgraduate Certificate in Advanced Educational Studies: SEN / BESD (Behaviour, Emotional and Social Difficulties)
 - Understanding Speech, Language and Communication needs in the primary setting
 - The Theory and Practice of Nurture Groups
 - Attachment and Trauma Aware Schools
- Our current Resourced Provision Manager has an additional diploma in Language and Communication in Children. She has also completed an Open University masters module in SEN. She has completed various courses over the years. Some of those include,
 - Treatment and Education of Autistic and related Communication handicapped Children (TEACCH).
 - Colour Coded Grammar / Semantics
 - Picture Exchange Communication System (PECS)
- Our Lead Thrive Practitioner has completed his Thrive training and receives ongoing updates for this.
- Our 'Ready to Learn' Inclusion Base Lead has extensive experience in the SEMH Special School system.
- Our Stepping Stones Inclusion Base Lead has worked both in mainstream and the special school system.
- We have two members of staff trained as ELSAs and three trained as TALA practitioners. They all receive regular support from an Educational Psychologist and attend updated training as appropriate.
- Our Head Teacher (who is also our Mental Health Lead) and one of our Admin Officer's are qualified Mental Health First Aiders.

- We have an Inclusion Support Worker. She has many years of experiences working within special schools and within social care.
- Many of our LSAs have had training in delivering Speech & Language programmes from a Speech and Language Therapist.
- Many of our LSAs have received specific training in running a variety of intervention programmes.
- All of our staff are Team Teach trained to support children in ensuring their own and other's safety. Our Headteacher and one of our Assistant Headteachers are Team Teach Trainers.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site has some wheelchair accessibility with a disabled toilet large enough to accommodate changing.
- The school is not on one level but we will always endeavour to make reasonable adjustments to try to accommodate those with additional physical needs.
- We liaise closely with EMTAS (Ethnic Minority and Traveller Achievement Service) who regularly assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- For all children, including those starting in Reception, we have a series of visits planned through the second half of the Summer Term to help children, parents and staff get to know each other.
- All children moving up to their new year group in September receive a social story to support their transition and spend three afternoons prior to the Summer holiday in their new classroom getting to know the new staff. Enhanced transition is in place for more vulnerable pupils who require additional support to ensure a strong transition.
- Teachers and LSAs make visits to school settings where it is felt there is a need.
- When children with SEN near the end of Year 6 and are preparing to transfer to a secondary school, we arrange additional visits for them. The SENCO from Vigo Primary School meets with SENCOs in all secondary schools to 'handover' SEN responsibility for these children, discussing all relevant information.
- We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. On receiving a child, we ensure that all relevant information and paperwork is shared with key members of staff.

- If your child has complex needs then an TPA or EHCP review will be used as a transition planning meeting to which we invite staff from both schools.
- Resourced Provision Transfers
- RP Manager liaises with school where the pupil is currently or will be attending.
 - Visits are organised and a transfer booklet prepared for the child.
 - RP Manager completes Hampshire school transport requests if appropriate for RP pupils.

Who can I contact for further information?

- The first point of call should be your child's class teacher.
- You can also contact the:

- SENCO	-Suzanna Wright	- S.Wright@vigo.hants.sch.uk
- Resourced Provision Manager	-Carrie Neale	- adminoffice@vigo.hants.sch.uk
- Stepping Stones Inclusion Base Lead	-Holly Croxford	- adminoffice@vigo.hants.sch.uk
- Inclusion Support Worker	-Pippa Ive	- adminoffice@vigo.hants.sch.uk
- Lead Thrive Practitioner	-Will Stott	- adminoffice@vigo.hants.sch.uk
- Ready to Learn Inclusion Base Lead	-Gary Kew	- adminoffice@vigo.hants.sch.uk
- Headteacher	-Rachel Dance	- R.Dance@vigo.hants.sch.uk
- Child & Family Worker	-Kim Parry	- K.Parry@vigo.hants.sch.uk
- SEN Governor	-Anna Bowyer	

Any of the above can be contacted by the emails provided, in writing, or by telephone (01264 365166)

- You might also wish to:
 - Look at the school's SEN and related policies on our website eg SEN Policy, Emotional Health and Wellbeing Policy, Equality Policy, Supporting Pupils with Medical Conditions Policy, Attendance Policy, Behaviour Policy, Safeguarding Policy.
 - Contact SENDIASS – Email - info@hampshiresendiass.co.uk / Phone - 0808 164 5504
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
 - Explore the Hampshire Local Offer - [Home | Hampshire CTSH](#)

Who should I contact if I am considering whether my child should join the school?

- Please contact the school admin office.

