



SEN Information Report

2026-27

The Information Report has been written to support parents to understand how Endeavour Primary School responds to children with special educational needs. Please also refer to the school's SEN Policy which can be found on the website.

Our vision for our pupils with SEN at Endeavour Primary School

At Endeavour Primary School we aspire to create an inclusive and nurturing environment where every student is empowered to reach their full potential. We believe in the nobleness of our mission to provide equal opportunities for all, fostering a community where courage and respect are at the forefront of our values.

We are committed to offering a wealth of opportunities that encourage personal growth, academic excellence, and social development. We strive to ensure that every student feels valued, respected, and happy, knowing that their unique abilities and contributions are celebrated.

Together, we strive to build a future where every individual with special educational needs can thrive with dignity, joy, and a sense of belonging.

SEN Overview at Endeavour

Endeavour Primary School is a 4 form entry primary school situated on two sites (King Campus and Kirk Campus) approximately 1km apart. Each campus is a full 2 form entry site with ages ranging from 4-11. We believe in fostering a nurturing environment for all pupils where they can thrive in a happy, safe and valued in a learning rich environment.

In addition to our 14 mainstream classes, we also have a 'Specialist Learning Classroom' known as 'Lighthouse Class' for pupils from EYFS to Year 2 whose significant needs mean they are not yet able to access their mainstream class full time. Lighthouse Class is for pupils already placed within Endeavour Primary School and is not a Local Authority Resourced Provision. Children placed may attend the Lighthouse Class full time or as part of an intervention. Placement within the class is at the discretion of the SENCO in discussion with the school's leadership team.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)	
	Attention deficit disorder (ADD)	
Sensory and/or physical	Hearing impairments	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

The inclusion Hub

At Endeavour 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:

- Jenny Williams – SENCO
- Stacey Wilkins – Inclusion Support and EAL lead
- Emma Reid- Inclusion Support Assistant
- Sarah Quinn- Thrive Practitioner, Family Support Worker and Mental Health Lead
- Francesca Adinolfi- Thrive Practitioner and TALA
- Clare Morgan- Speech and Language Support Assistant
- Stephanie Pike- Speech and Language Support Assistant
- Barley and Chester – School Dogs
- Bubbles and Squeak- Guinea pigs (based at Kirk Campus)

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 Endeavour 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.

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

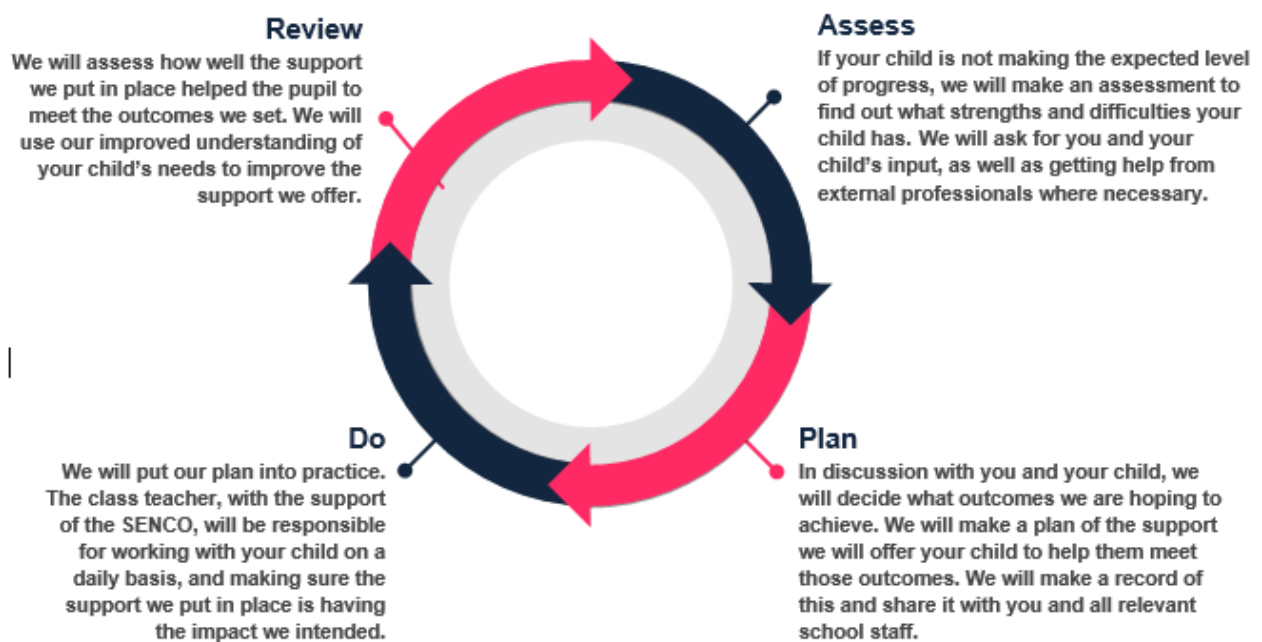
- Contact your child's class teacher, phase leader or SENDCO. This can be done in person, by email or by phone. In some cases, home / school contact books are used to enable effective communication.
- The SENDCO and other members of the Inclusion Hub team can be contacted via email at SEND.eps@ilpartnership.org. The email inbox is monitored throughout the week in term time and a member of staff will endeavour to respond within 48 hours (week days only).

How will school support my child?

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

We will follow a graduated approach to meeting your child's SEN needs.

The graduated approach is a 4 part cycle; Assess, Plan, Do, Review.



Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

- 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 Specialist Learning Classroom is overseen by a teacher with additional training and expertise in teaching pupils with SEN.
- The Nurture Groups and interventions are managed by the Thrive Practitioners
- Our SEND and Speech and Language assistants support pupils that have speech and language or Occupational Therapy programmes.
- The Inclusion Support team 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 offer a meeting with you (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 and should be first point of contact due to their knowledge of your child.
- The Phase Leader or a member of the Inclusion Hub team are able to discuss any further concerns or questions that cannot be answered by the class teacher.

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

- Teaching and learning activities are carefully differentiated to meet the needs of individual pupils and groups, ensuring that all children can access and engage with the curriculum. This may involve providing varying levels of support and challenge within a lesson, with tasks adapted to accommodate a range of abilities. Where required, work may be further personalised for individual pupils. In cases where it is deemed most beneficial to the child's learning and wellbeing, targeted support and differentiated activities may be delivered in a low-distraction environment outside the classroom. 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 Inclusion Hub team support class teachers in ensuring that planned work is appropriately differentiated and appropriate resources and strategies 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?

- Most children's needs can be met through High Quality Inclusive Practice (HQIP). Some children will require additional support and intervention to support their learning and teachers work alongside the SENCO to monitor this using the school's graduated approach. At Endeavour this is called the '5 Step Plan for Learning Success', which incorporates Hampshire's 'Ordinarily Available Provision and Special Educational Needs and Disabilities Guidance' (March 2025).
- 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 Inclusion Hub 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.

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.
- 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 class teacher knows your child best and is best placed to discuss any concerns or questions you may have regarding your child's progress and provision however should a meeting be required with a member of the Inclusion Hub, the SENCO can be contacted via email: send.eps@ilpartnership.org and an appropriate staff member will be asked to contact you.
- 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.
- 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 Specialist Learning Classroom Lead Teacher liaises with class teachers during and after a transition into the mainstream classroom.
- 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.
- SEN review meetings are held twice a year with the SENCO, class teacher, Inclusion Support Worker and Headteacher to discuss pupils receiving SEN support.

- 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 Screening.

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. Our Cabin group is a Thrive intervention for pupils that require additional support with their social and emotional development, our morning and lunch time groups are led by our Thrive practitioners for pupils that need additional support with transitions and unstructured times.
- 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 pastoral support team and supported by Andover Young Carers.
- 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.
- At Endeavour Primary School, we believe that children need to feel safe and happy to learn and any allegations of bullying will be investigated in line with our anti bullying policy which is available on our website. <https://www.endeavourprimary.org/policies-and-procedures/>

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.
- We have several members of staff across the school that are paediatric 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.
- 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.

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.
- If your child has an TPA or EHCP, their views will be sought before any review meetings.
- Pupil conferencing is carried out regularly throughout the school year.

How are the Governors involved and what are their responsibilities?

- Governors within the Inspire Learning Partnership are known as 'Academy Council'
- One member of the school's academy council is responsible for SEN and meets regularly with the SENCO. At Endeavour the academy councillor for SEN and Inclusion is Louise Meiring who can be contacted via louise.meiring@ilpartnership.org.
- The Academy Council 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 shared reading and home learning tasks set by class teachers.
- 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.
- Workshops are planned for key areas of the curriculum including phonics.

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

- Our Inclusion Hub 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.

- A member of our teaching team is qualified in delivering Attention Autism (sometimes known as bucket time)
- The EYFS and Lighthouse teams have accesses Makaton training and use this within the provision.
- 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: GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational and physio therapists
 - Outreach services from specialist schools in the local area.

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

- Our current SENCO has been in role for over 4 years and has completed the National Award for Special Education Needs Coordinators (NASENCO)
- Members of the EYFS and Lighthouse team have attended Makaton training
- Members of the EYFS team have attended training on 'Inclusion in the Early Years'
- We have 2 trained Thrive Practitioners across the school
- Our Speech and Language Assistants have received ELKAN training.
- Many of our LSAs have had training in delivering Speech & Language programmes from a Speech and Language Therapist and specific Occupational Therapy Programmes or Physiotherapy programmes.
- Where appropriate, some of our LSAs have been trained by medical professionals to change a catheter and to support pupils with epilepsy or diabetes.
- Many of our LSAs have received specific training in running a variety of intervention programmes.
- Most members of staff are trained in Team Teach level 1 and some staff are trained in Team Teach level 2 to support children in ensuring their own and other's safety. Our Headteacher and one of our Deputy Headteachers are Team Teach Trainers.
- All LSAs complete in-house training and tailored coaching to support the children with additional needs in their charge.

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?

- Both sites have wheelchair accessibility with a disabled toilet large enough to accommodate changing.
- The school is on one level and 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.
- The school has an accessibility policy which can be found on the school website:
<https://www.endeavourprimary.org/policies-and-procedures/>

What are the admissions procedures for children with disability?

If a child has an EHCP, parents will apply for a place during an annual review at a their previous setting and will be placed at the school by the Local Authority. We strongly advise parents to visit the school before requesting that your child is placed at the school to ensure that you believe that it is the right placement for your child and to discuss your child's needs with the SENDCO so that an accurate understanding of your child's needs and what the school are able to offer are aligned.

If a child has a physical disability, the SENDCO will liaise with a member of the Specialist Teacher Advisory Service to ensure appropriate provision is in place.

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.
- We can write social stories with children if transition is potentially going to be difficult.
- 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 and/ or class teacher from Endeavour 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.
- Visits are organised and a transfer booklet prepared for the child.

Who can I contact for further information?

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

SENDCO	Jenny Williams	SEND@endeavour.hants.sch.uk
Family support worker	Sarah Quinn	Familysupport.eps@ilpartnership.org
Designated Teacher for Looked after Children	Hazel Webb and Jen Thambipillai	Designatedteacher.eps@ilpartnership.org
Governor with responsibility for SEND	Louise Meiring	Louise.meiring@ilpartnership.org

Any of the above can be contacted by the emails provided, in writing, or by telephone (01264 310458)

- You might also wish to:
 - Look at the school's SEN and related policies on our website
 - Contact SENDIASS – Email - info@hampshiresendiass.co.uk / Phone - 0808 164 5504
 - Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk
 - Information about support and services available in Hampshire is available in the Local Offer which can be found on the following link:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=726B39E3B93FF11D630FC92FCB6EA5DD?familychannel=6>
 - **Who should I contact if I am considering whether my child should join the school?**
- Please contact the school admin office.

