



SEND Information - September 2025

Our school

Crofton Hammond is a two form, mainstream Junior School and is committed to SEND (special educational needs and disability) and inclusivity. High quality teaching and appropriate adaption ensure that all children have access to a relevant and appropriate curriculum. We strive for the fullest development of each individual on all areas of school life, social, moral, intellectual, physical, spiritual and emotional. SEND provision is made for those children who are experiencing difficulties as defined in the current Code of Practice and SEND documentation.

What kinds of special educational needs does CHJS cater for?

The school adopts a graduated response to provide children with a range of teaching strategies. We recognise that children learn in different ways and have different types of Special Educational Needs and Disabilities (SEND). CHJS provides additional and, or different provision for a range of needs. The four identified in the Code of Practice include:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

Children may have needs across the 4 areas and these may change over time. Children identified as requiring additional support will be assessed and monitored, and, if required, be will be put on the SEN register. Parents will be consulted throughout this process.

The 'Code of Practice' states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:	
Areas of need	Relating to difficulties with:
Cognition and Learning	May have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing

	• Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia
Communication and Interaction	Children may have a delay or disorder in one or more of the following areas: Attention/ Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able initiate or maintain a conversation. Understanding /Receptive Language: May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding. Speech/ Expressive Language: May use simplified language and limited vocabulary. Ideas/ conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/ phonological awareness still fairly poor and therefore their literacy can be affected.
Social, Mental and Emotional Health	May have difficulties with social and emotional development which may lead to or stem from: • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or Physical	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross/ fine motor skills • Visual/ hearing impairment • Accessing curriculum without adaptations • Physically accessing the building /equipment • Sensory processing different noises/smells/light/touch/task • Toileting/ self-care

How does the school know if my child needs extra help?

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND on the school's SEND register.

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We use this to determine the level of support that is needed, whether we can provide it through high-quality inclusive teaching and our ordinarily available provision, adapting our core offer, or whether something different or additional is needed.

We value relationships with the team around the child and work closely with parents, settings in the community, and other professionals to ensure needs are identified early, enabling a timely, co-ordinated and graduated response to take place. We raise any concerns we have with the parents and the class teacher will take the lead role in forming an effective plan, with advice and guidance from the SENDCo (Special Educational Needs Co-ordinator), which may involve calling in help and support from a range of professionals external to the school.

If parents are worried about their child, we encourage them to speak to the class teacher initially or make an appointment with the SENCO – Andy Loneragan through the school office on 01329 664451 or via email at admin@croftonhammond-jun.hants.sch.uk.

Children are identified as having SEND through a variety of ways including:

- Liaison with Infant school/previous school
- Child performing significantly below age expected levels
- Informal and formal assessments and screening e.g. Sandwell, Salford, Vernon, HAST, DEST, NGRT, Speech and Language Link, Communication Trust Progression tools, Working Memory

Rating

- Observations of child e.g. focus on behaviour
- Concerns raised by parents/carers
- Concerns raised by teachers/school staff for example behaviour or self-esteem affecting performance
- Concerns raised by children themselves
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician, occupational therapist, physiotherapist
- Hampshire guidance and criteria

We aim to identify and assess children with SEND as early as possible, and to provide appropriate support.

Provision and identification on a day-to-day basis is organised by the class teacher and overseen by the SENDCo and Senior Leadership Team. Outside agencies including Speech and Language (SALT), Occupational Therapists (OT), Specialist Teaching Advisors (STA), Educational Psychologists (EP) and Outreach services support the school in identification and testing, in order to identify and support appropriate provision for the child and their families. The school will make referrals to outside agencies where appropriate and following discussion with parents.

How does the school monitor progress?

The SENDCo oversees support and progress of any child requiring additional support across the school. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 3 through to Year 6, using a variety of different methods including National Curriculum age-related expectations and reading, comprehension, spelling, number ages (Maths) and language and vocabulary assessments. Children identified as having SEND have a school Pupil Passport, which follows them through the school identifying progress and successes. Children who are not making expected progress are identified through progress review meetings with the class teacher, SENCO And Headteacher. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their

progression. Parents may also be invited in to discuss progress and concerns.

The school continually monitors children's progress in meeting Pupil Passport (PP) targets and progress against National Curriculum expectations. If children are not making enough progress they are highlighted and additional interventions are considered. Targets provided to pupils can be further deconstructed into incremental, clearly defined steps to ensure both staff and learners have a shared understanding of the processes required to achieve the overarching goal or a different approach may be tried to ensure the child makes progress.

Where considered necessary, outside agencies may be contacted for additional support.

If the child is making progress academically against national year expectations and the gap is narrowing (they are catching up to their peers or expected age expectations), children may be taken off the SEND register. Parents will be informed if this happens.

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a TA working with children either individually or as part of a group, if this is seen as necessary by the class teacher/SENCO.

The SENCO regularly reports to stakeholders including the SEN governor to evaluate the effectiveness of its provision for children identified as SEND.

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

We offer an open-door policy where parents are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how their child is getting on. We can offer advice and practical ways that can help children at home. We believe that a child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs. The class teacher may suggest ways of supporting children at home during meetings, or on Pupil Passports. Where outside agencies are involved in providing support for children, additional

programmes or strategies may be suggested that could be used at home. For some pupils, we operate a meet and greet strategy at the beginning and end of the school day so that key information can be shared. In some cases, school link books are used which children will bring home regularly so that comments from parents, teachers and teaching assistants can be shared.

If a child is on the SEND register, they will have a Pupil Passport (PP) which will include individual targets. This is formally written three times a year, parents are given a copy of the PP for their records. The targets set are SMART (Specific, Measurable, Achievable, Relevant, Time bound) targets, with the expectation that the child will achieve the target by the time it is reviewed. Targets are related to the pupil's particular challenges; they may relate to aspects of the curriculum (e.g. English, Maths), or focus on behaviour or social skills. These targets are set in addition to differentiated targets set and used within the classroom by all children. Once targets are achieved, additional targets will be set based on the on-going needs of the child. If deemed appropriate, targets may be revisited in the future to consolidate learning. Parents are invited to parents evening twice a year when they are asked for their views before PPs are updated.

If a child has complex SEND, they may have an EHCP (Educational, Health, Care Plan) which means that a formal meeting will take place to discuss progress and a report will be written (Annual Review). This involves the school in statutory duties which are monitored by the Local Authority.

We hold regular pupil progress meetings where the progress of all children is evaluated with team leaders and class teachers. Changes may then be made to levels of provision in light of the evidence obtained and this will be discussed with you.

We are happy to meet with parents to discuss the progress of their child at any point in the school term. Appointments can be arranged with individual teachers and the SENDCo via the office staff.

How will the school staff support my child?

At Crofton Hammond Junior School, high-quality inclusive teaching is the starting point for supporting every child. We follow Hampshire County Council's definition of Ordinarily Available Provision (OAP) from the *OAP and SEND Support Guidance (March 2025)*, which describes OAP as:

- *"the provision made available in every part of an educational establishment for every person, every day," enabling "an inclusive learning environment where all can succeed."*

Before considering additional or specialist interventions, we ensure our core classroom offer is strong, adaptive and equitable for all learners, including those with SEND.

High-Quality Inclusive Teaching

At the heart of every classroom is a continuous cycle of planning, teaching and assessing, taking full account of the wide range of abilities, aptitudes and interests of the children. Every child has access to a relevant, adapted curriculum which enables them to participate, progress and experience success.

Key features of high-quality inclusive teaching at CHJS

- Highly focused lesson design with clear, shared learning objectives
- High expectations for pupil engagement and participation
- Frequent interaction and opportunities for all pupils to contribute
- Effective use of teacher modelling, questioning and explanation
- An emphasis on purposeful dialogue, including:
 - Exploratory talk – where pupils verbalise their thinking, try out ideas, reason together and build understanding collaboratively
 - Presentational talk – where pupils rehearse and share their learning more formally with others
- Encouragement for pupils to take responsibility for their learning and develop independence
- Authentic praise and positive reinforcement to motivate and build confidence

Teachers remain responsible and accountable for the progress of all pupils in their class, including those receiving support from Learning Support Assistants (LSAs) or specialist staff (e.g., ELSA). Additional intervention cannot compensate for a lack of high-quality teaching; therefore, we regularly review our provision through learning walks, book looks and pupil progress meetings. Staff also receive ongoing professional development to strengthen SEND practice.

Identifying and Understanding Individual Needs

Where a child is identified as having SEND, a One Page Profile is created which outlines:

- the child's strengths
- their needs and preferences
- strategies that support learning and wellbeing

These profiles ensure consistent approaches across all adults working with the child.

What Support Might Be Provided?

As part of our graduated approach, provision at CHJS may include one or more of the following:

Adaptation and scaffolding within lessons

- Adjustments to activities and materials
- Alternative forms of recording (e.g., typing, mind-mapping, voice recording)
- Flexible grouping arrangements
- Targeted and adapted questioning
- Visual scaffolds and additional planning supports

Personalised plans and structured support

- Creation of a Personal Plan (Pupil Passport) with SMART targets
- Regular reviewing and resetting of targets based on progress
- Small-group or 1:1 teaching for short, focused intervention blocks

Support from adults and specialist staff

- Targeted in-class support from teachers or TAs
- Input from our Emotional Literacy Support Assistant (ELSA)
- Physical support during lessons such as P.E. where needed
- Advice and guidance from external professionals (e.g., SALT, Educational Psychologist, Specialist Teacher Advisors)

Resources and specialist tools

- Use of alternative learning materials
- Access to specialist equipment where recommended

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

We will respect and value the right of all children to be treated equally. It is their entitlement to learn, experience achievement and to participate as fully as possible. The curriculum we offer will be broad, balanced and stimulating. We will adapt the curriculum or activities within it to take account of differing learning styles, strengths of your child, additional needs and areas of particular interest.

The SENDCo will work with the teaching staff to adapt programmes of work to suit the learning of individual children with more complex needs, focusing on engagement and skills development.

We work closely with a range of Specialist Teacher Advisors and professionals from the local area who support us in adapting the curriculum as required in order to meet the needs of our children. These adjustments may be with respect to the content, the use of additional resources, a change in teaching style or the use of assistive technologies to complement the teaching programme.

The work in the class is matched to the appropriate level for the children so that they are able to access it. This may mean that in a lesson there may be different types of work set. This type of adaptation will mean that the children can access a lesson and learn at their level, working towards the shared objectives for the session.

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

The class teacher alongside the SENDCo will discuss the child's needs and what support would be appropriate. Support may come from ordinarily available provision that other children in school are already accessing. In some cases, additional adult support, specific training and new resources for staff to deliver required strategies and interventions may be required. These decisions are made based on individual needs and what is already available from the school's existing resources. We work closely with a range of professionals and follow their advice regarding what provision is required, how often support programmes should run and when they need reviewing.

We are able to offer the following programmes of support, either in small groups or on a 1:1 basis:

Paired Reading

Precision Teach

Talk and Build

Little Wandle phonics,

Listening and Memory Skills (Meemo)

Social groups.

In addition to these recognised interventions, we also deliver programmes of work written by Physiotherapists, Occupational Therapists and Speech and Language Therapists and outreach service providers such as Primary Behaviour Support (PBS). Our team of support staff also run various small group programmes addressing gross motor skills, fine motor skills, handwriting/cutting skills, Literacy/Numeracy skills, and touch-typing programmes for those who use a keyboard to record

their work. The budget is allocated on a needs-led basis where those with most complex needs are given the most support.

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

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s) to Stubbington Study Centre in year 4 and Calshot in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments and planned adaptations may be necessary to ensure suitable and successful access.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo or Head Teacher for further advice and support. This may involve working alongside outside agencies such as Health and Children Services, and/or the Behaviour Support Team.

The school has an ELSA (Emotional Literacy Support Assistant), Ms Poole, who works under the direction of the SENDCo and Head Teacher, with vulnerable children and parents during the school day. Sessions with the ELSA will often be linked to children's individual PP targets.

Members of the office staff oversee the administration of medicines which have been prescribed for a child. Medicines are kept in a designated fridge or locked away in a secure cabinet. Individual

Health Care plans are created following information from the parents for those with Epilepsy, Diabetes, Asthma or with allergies requiring the school to hold an Epipen. Asthma medication is kept in the classroom with the child.

If a child has specific behavioural difficulties, an Individual Behaviour Management Plan (IBP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. We use a restorative approach to managing challenging behaviours. After any behavioural incident we support the child to reflect on their behaviour with an adult, and problem solve alternative solutions, repairing any relationships affected where appropriate.

Attendance and lateness is monitored by the office staff and will be followed up as required.



Who is the special needs coordinator and how can I contact them?

The SENDCo and Deputy Head Teacher, Mr Andy Loneragan. He can be contacted via school admin at admin@croftonhammond-jun.hants.sch.uk, appointments can be made at the school office or on 01329 664451.

The SENDCo has responsibility for:

- coordinating the day to day provision
- reporting on the effectiveness of provision
- liaising with and advising teaching staff and support staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEAs support and educational psychology services, health and social services.

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

Mr Andy Loneragan is the SENCO. He attends half termly SENDCo circle with cluster schools and is supervised by an Educational Psychologist. All staff have regular access to training. Where needs have been identified training courses organised by external agencies are attended or school INSET days are organised. This follows the school's improvement plan.

Specific expertise includes a Family Liaison Officer (FLO) a member of staff trained as an ELSA who receives regular support from the Educational Psychologist. Members of staff who are Team Teach/Positive Handling trained to support children with Behaviour Difficulties.

Different members of staff have received training related to SEND training, often completed in accordance to the needs of the school. These sessions include:

- ELKLAN
- Basic first aid
- Attachment and Trauma
- Autism
- Dyslexia
- Speech and Language
- Blank Level training
- Working memory
- Specific learning difficulties
- Supporting wellbeing
- Word First
- Phonics
- Precision Teach
- Emotional literacy Support

All of our TAs have had training in delivering reading and spelling / phonics and numeracy programmes.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - the Primary Behaviour Support team, Health including – GPs, School Nurse, Clinical Psychologist, Paediatricians, Speech & Language Therapists, Occupational Therapists, Children Services including - Locality Teams, Social Workers and Educational Psychologists.

How accessible is the school both indoors and outdoors?

The governing body ensures that the school complies with the Equality Act 2010, including the duty to make reasonable adjustments for pupils with disabilities. The school has no specialist SEND unit. We access staff training from specialist agencies to ensure we can support children in our care.

All classes use visual timetables and dyslexic friendly fonts as part of our ordinarily available provision.

The school is a single-story building which has level access via the main front door and top playground. We currently do not have a disabled toilet, but have toilet facilities that can accommodate children who may require more privacy. A disabled parking bay is located between the Infant and Junior school, arrangements regarding dropping off and picking up children with physical needs can be agreed by the Head teachers.

How are parents involved in the school?

If parents are considering enrolling their child in the school, they should contact the school office to arrange to meet the Head teacher or Deputy Head teacher, who will discuss how the school could meet the child's needs. We encourage all new children with SEND to visit the school on a number of occasions before starting to assist with the acclimatisation of the new surroundings. We may also visit children in their current school before transferring.

Parents are encouraged to work in partnership with the school, class teachers discuss children with their parents informally and also at parents' evenings. Parents are also invited to attend curriculum meetings in September and open sessions across the year. The SENDCo is also available for parental consultation.

Across the year, children will be issued with three formal Personal Plans (Pupil P). Before these are completed a parental questionnaire will be sent to gather views. Copies of PPs are sent home

when they are updated and will usually include some home suggestions. PPs are working documents which are regularly updated, between formal PPs progress reviews and new targets will be sent home. If parents have any concerns, they are invited to arrange an appointment.

If professionals from outside school come to see children, parents will be informed in advance e.g. Speech and Language Therapists. Normal practice will see these professionals write a report to support provision in school and feedback to parents. Professionals may also set the children targets.

Parents are also invited to become part of our school community. Parent helpers are encouraged to support class teachers with reading and trips (School will require a DBS (Disclosure and Barring) form to be completed- Please ask at school office for more details).

How will my child be able to contribute their views?

We are a school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which is an open forum for any issues or viewpoints to be raised.

Children are encouraged to participate in the decision-making process and contribute to the assessment of their needs, review and transition process. Children who have PPs discuss and set their targets with their Class Teacher and TA. There is an annual SEND questionnaire where we actively seek the viewpoints of children. There is a worry box outside the ELSA room which is regularly checked by the ELSA and acted upon. The views of children with EHCPs will be sought before any review meetings.

If I have concerns regarding the provision, what should I do?

Parents and carers, who are dissatisfied with the school's provision for special educational needs, should in the first instance report this to the class teacher - if they remain dissatisfied, they should make an appointment to see the SENDCo and then the Head Teacher. Should this fail to resolve the problem, the matter can be reported to the school's Governor for SEND, who may be contacted through the School Office. If parents and carers are still not happy after using the school's complaints procedure, the parents should contact the Local Authority for advice, support and information.

Who is the SEN governor?

Who else does the school work with to support children and families?

The governors are committed to providing a high level of SEND support, both teaching and support staff, as needs and budget dictate. The governors are kept informed of children's needs and provision by the SENCO. Funding for SEND provision is based on the allocation resulting from the Hampshire SEND Audit and additional funds from the main school budget. The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

The governor with SEND interest is Mrs Nena Nwabueze. The SENDCo reports to the governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. The SEND governor reports to the governors to ensure they are informed of current progress and priorities. The governors will report on effectiveness of the SEND policy in their annual report to parents.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The school works with a wide range of professionals and organisations to support children and their families:

- Child and Adolescent Mental Health Service (CAHMS)
- Children's Services
- Community Paediatricians
- Fareham Early Help Hub
- Hampshire Educational Psychology Service (HEPS) (Limited hours provide annually)
- Heathfield Special School –Outreach
- Paediatric Therapy Services (Occupational therapy, Physiotherapy, Speech and Language therapy)

- Primary Behaviour Service and Waterloo outreach
- School nursing team
- Specialist nurses
- Specialist Teacher Advisory Service- communication and language, visual impairment, hearing impairment, physical disabilities

This is not an exhaustive list.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of their educational life?

The Head teacher and the SENDCo are in regular contact with cluster schools. In the summer term, the Year 3 teachers and the SENDCo meet with Crofton Hammond Infant school and other Infant schools where appropriate to discuss needs of pupils transferring in September. Year 6 teachers also meet staff from Crofton Secondary School and other feeder schools to discuss pupils transferring to Year 7. When transferring, there will be the opportunity to complete additional visits to encourage a successful transition. When requested, the SENDCo can attend Secondary visits with parents who require support. All information and records about children with SEN are transferred to their new school. If a child has complex needs, a TPA (Transition Partnership Agreement) or EHCP review will be used at a transition meeting, during which we will invite staff from both schools to attend.

Transition from one to another school is exciting but often a daunting prospect. At Crofton Hammond Junior School we work hard to ensure transition goes well, visits, social stories and information sharing are of paramount importance to enable success.

Transition meetings occur between year group teams to discuss and pass on all relevant information about the individual child to the next teacher. Children visit their new classes, receiving teachers visit their new class in the current year group. Transition pages are provided to support all children and additional visits are completed where required.

Who else can I work with to support my child?

We display any information we receive from local voluntary organisations in the front entrance area of the school and an information note is usually included in the school newsletter. The school website will be a useful source of information and includes the SEND Policy which will provide further information.

Parents' first point of contact if they have any concerns regarding their child would be their child's class teacher. They can also arrange to meet Mrs Leversidge or Mr Loneragan. In addition, parents could use the services below for support:

Family Liaison Officer: Lisa Noice is a parent support advisor for Crofton cluster schools. Her role is to assist parents and their child to get the very best from their school by providing impartial and confidential support, advice and information. She can help with any worries parents may have in relation to their child's education, behaviour, attendance or punctuality and provide support on how best to deal with it. Or if they need confidence building, extra help in a particular area or even just a listening ear. Email: lisafamilyhub@outlook.com, Telephone: 07867970024

SENDIASS: (formally Support4SEND) provides impartial advice, information and support to parents and carers of children and young people with special educational needs (SEND) throughout Hampshire. The service is always happy to deal with enquiries and help facilitate discussions between school and parents. A member of the team can help put parents in touch with voluntary organisations as well as helping with information for parents whose first language is not English, or who require Braille or tape facilities. Email: info@hampshiresendiass.co.uk Telephone: 0808 164 5504 lines are open Monday to Thursday 9am to 5pm and Friday 9am to 4pm.

Local doctor (GP) and health trust: The local doctor (GP) and health trust can provide a wide range of health services including assessment and treatment for your child. Many of these services, such as therapies, are provided in partnership with the Children's Services Department and may take place in education settings. The main contacts outside of school for parents are GPs, health visitor (for under-fives), school nurse or school doctor.

Hampshire Educational Psychology: Educational Psychologists work on behalf of individual children, including preschool children, at the request of parents or teachers. They offer advice on how to help children learn effectively and to make the most of their education. Fareham and Gosport Hampshire Educational Psychology have a telephone contact line, 023 9244 1496 . The telephone contact line open for parents, Tuesday 3pm-4.30pm and Thursday 9.30-11am. The phone line enables parents to have a discussion with an EP who may signpost to resources and provision. Please be aware that school subscribes to an SLA with Hampshire and

receives three days provision over the course of the year. We often have a waiting list for children to see an EP within school and by making a call you will not automatically receive an EP assessment, observation or consultation.

Hampshire Special Educational Needs (SEN) publications for parents and carers:

Provides a range of useful information for parents.

<http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home/sen-parentpublications.htm>

Children's Therapy Service (Solent NHS): Children's Therapy Service team work closely together to support children and young people who need specialist help from one or more therapy services. These include Physiotherapy, Occupational Therapy and Speech and Language Therapy. They support children from birth to 19 years across Hampshire, Southampton and Portsmouth. Website: www.solent.nhs.uk/childrenstherapies Telephone: 0300 300 2019

Where can I find Hampshire Local offer?

To view Hampshire County Council's offer please go to www.hantslocaloffer.info