



Special Needs and Disabilities (SEND) Information Report for Parents

2026 – 2027

Question	Information
Type of school  What kind of educational provision is provided for children with SEND at our school?	• Hawley Primary School is a mainstream school. • As a mainstream school we aim to provide an inclusive environment. • We provide an inclusive education that is fitting for children with a wide range of abilities and aptitudes.
Identification and Assessment  How do we identify and assess children with SEND?	At Hawley Primary School we use a graduated approach to identify any SEND, starting with high-quality teaching that is differentiated for individual pupils. Where a pupil is not making expected progress, we will: • Conduct termly pupil progress meetings to identify pupils causing concern. • Complete a Cause for concern form. This highlights the child's barriers to learning, what has been put in place so far, the impact of interventions to date and also takes into account pupil and parent voice. • Use specific assessment tools such as; standardised assessments, classroom observations, screening tools, external professional advice, to gather evidence • Provide targeted interventions in line with the plan, do, review cycle across a 6 week time frame • Monitor progress closely through identified assessment criteria • If there are concerns about a pupil, which fall outside of the schools training, further test may be carried out by outside agencies such as Speech and Language Therapy,

	Occupational Therapy and Educational Psychology, who may become involved with the agreement of the parents. In some instances, pupils are referred to the school nurse. We will only identify SEND when progress remains significantly below expectations despite quality-first teaching and interventions. This will be shared with parents beforehand. When a child is identified as having SEND, an area of need will be identified and logged onto the schools internal monitoring system (Arbor). Our SEND Register includes: • Pupils receiving SEN Support (additional provision beyond quality-first teaching) • Pupils with an Education, Health and Care Plan (EHCP) Being on the SEND register means your child will have a Passport to Success and may receive additional interventions or support. We review the register termly and will always discuss with you if we feel your child should be added to or removed from the register. • Some pupils transition into school having already been identified as having SEND. This may be at SEND support level or some pupils may have an Education and Health Care Plan (EHCP), following assessment by the Local Education Authority. • The SEND Coordinator (SENDCo) alongside other members of staff where relevant, will liaise with the previous setting as to the needs of the pupil when children transition over to Hawley Primary School. • If you are concerned that your child may have SEND we encourage you to discuss the situation with the class teacher, the SENDCo or the Head Teacher.
Types of Special Educational Need  What different types of SEND may be identified?	The Special Needs Code of Practice (2014) identifies four broad areas of SEND:- • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory and/ or physical
Evaluation and Provision 	• Once a pupil has been identified as having a special need, he or she will be placed on the school's SEND register.

How do we evaluate the effectiveness of the provision for pupils with SEND?	• Pupils with SEND will at times need additional provision over and above the general provision for all pupils. • At Hawley Primary School we will provide all children on the SEND register with a passport to success. • Each Passport to Success is created collaboratively with the pupil, their parents, and school staff. It includes: - The pupil's strengths and interests - Their specific barriers to learning - Strategies that work best for them - An average of 3 SMART targets - How progress will be measured • These are reviewed formally each term (December, April, and July) and updated as required. All staff working with the pupil have access to their Passport to Success via the classroom SEND folder and the OneDrive. • Additional provision to help pupils achieve their targets will involve working with the pupil in the following way – Assess where they are, Plan a programme of work or activities, Do the work or activities over a period of time and then Review the progress. • Examples of interventions we currently offer include: - Literacy: Phonics interventions, reading comprehension groups, spelling support - Maths: Number fluency programmes, reasoning skills groups - Communication: Speech and language groups, social communication support - Emotional wellbeing: ELSA sessions, social skills groups, therapeutic story writing - Sensory/Physical: Fine motor skills groups, sensory circuits • The specific intervention for each pupil is determined by their individual needs and reviewed regularly for impact • We evaluate academic progress of pupils against standardised test scores and progress against National Curriculum indicators. Some pupils will have non-academic targets such as behaviour or social targets which will also be reviewed regularly. • The class teachers, teaching assistants and the SENDCo regularly review the progress of pupils with SEND. • The school governors are involved in monitoring the progress of all pupils including those with SEND.
--	--

Involving Parents  How do we involve parents in their child's education?	• Hawley Primary School encourages all parents to be involved in their children's education. • There is an extensive programme of induction for new pupils and parents in the Foundation Stage and regular parent evenings and update meetings in Key Stage 1 and 2. • We invite parents of pupils with passports to success to review the pupil's targets termly. • In addition, we hold additional review meetings with the SENDCo for parents of pupils with SEND, as required. • The SENDCo is available for appointments during Parents Evenings, as well as during other points of the year as requested by either school, professionals or parents. The Head Teacher can attend Special Needs Review meetings when appropriate. • We include suggestions for ways for parents to support their children at home on the passports to success. • Systems can be set up as required- for example daily home school liaison books for individual cases.
Supporting Children with SEND  How do we support pupils with SEND?	• We use a graduated approach to support, meaning we start with high-quality differentiated teaching and add layers of support as needed. Examples of quality-first teaching strategies include: visual supports, pre-teaching key vocabulary, flexible groupings, and multi-sensory learning approaches. All staff have been trained in metacognitive strategies, memory techniques etc. • Class teachers are responsible for providing an educational environment suitable for all pupils in the class, including those with SEND with support from the SENDCo. • We have high expectations for all pupils, including those with SEND. • At times pupils with SEND will receive additional support. • Class based teaching assistants will often provide the support. The school also employs additional teaching assistants for small group work and individual tuition as appropriate. The SENDCo works with some pupils with SEND. Who supports pupils with SEND? • Class Teacher: Responsible for your child's progress and quality-first teaching, including differentiation • SENDCo (Francesca Smith): Coordinates SEND provision, conducts assessments, liaises with external agencies, monitors progress • Teaching Assistants: Deliver interventions and provide in-class support under the direction of the class teacher

	• ELSA (Emotional Literacy Support Assistants): Provide emotional and social support • The Leadership Team: Monitor SEND provision and outcomes • SEND Governor (Chris Mackinlay): Monitors SEND provision on behalf of the governing body
Matching the Curriculum  How do we match the curriculum to children's needs?	• Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. • Class teachers plan a differentiated curriculum which aims to be inclusive. This may be achieved by using group work and/ or in class support. • Pupils with SEND may be provided with additional resources such as coloured overlays or word processors for use in lessons.
Deciding on Support  How do we decide how much support a pupil needs?	• A pupil with SEND will usually have longstanding additional needs. • We provide a range of additional provision to support pupils with SEND. • This includes programmes of learning for literacy and maths delivered by teaching assistants. • The programmes are chosen after a review of the pupil's needs, progress data and assessment information by the class teacher and the SENDCo. • The programmes are listed on the pupil's passport to success and are reviewed regularly to ensure that progress is being made. • Parents are involved in the review of their child's progress when passports to success are reviewed and renewed. • Access arrangements for the end of Key Stage 2 assessments are applied for as appropriate to individual needs.
Outcomes  What are the outcomes for pupils with SEND at Hawley Primary School?	• We track the progress of all pupils with SEND carefully and report on their outcomes to governors termly • Our aim is for all pupils with SEND to make at least expected progress from their starting points • We celebrate the achievements of pupils with SEND, both academic and personal • In 2025-2026, 50% of pupils with SEND made expected progress in writing, 63% in maths and 50% of pupils in reading in line with the National Curriculum expectations for all children at the end of Key Stage 2. 38% of children with SEND achieved the expected standard by the end of Key Stage 2, across Reading, Writing and Maths combined. • We recognise that many of our pupils with SEND have significant barriers to learning. While attainment data shows the percentage meeting age-related expectations, we also

	celebrate the progress pupils make from their individual starting points. For example, 75% of pupils with SEND made accelerated progress in their individual targets.
Funding  How is provision for SEND funded?	• The school receives funding to support pupils with SEND through our core budget • We use this to provide quality-first teaching, interventions, and additional support • For pupils with more complex needs, we may apply for additional High Needs Funding from the Local Authority • Pupils with an Education, Health and Care Plan (EHCP) receive additional funding specified in their plan • We ensure all SEND funding is used effectively to support pupils' progress
Extra-Curricular Activities  How are pupils with special needs included in activities outside the classroom?	• Most of our pupils with SEND can access extra-curricular activities and trips including residential visits. • We will liaise with parents on an individual basis as appropriate. • We carry out Risk Assessments when required. • Very occasionally we have pupils with special needs who have individual arrangements for break and lunch times and before and after school.
Emotional and Physical Support  What support is available for pupil's overall emotional and physical wellbeing and to ensure their full involvement in school life?	• We have one Emotional Literacy Support Assistant (ELSA) who works with individual pupils as required. • We provide Social Skills groups, therapeutic story writing groups and social communication groups when appropriate and if necessary, a pupil may have a passport to success in consultation with the pupil and the parents. • The school can in individual cases administer medicines and provide personal care.
Involvement in the Whole School  How are pupils with SEND involved in the school and their learning?	• The school has an active School Council and all pupils are encouraged to contribute to this. • All Year 6 pupils, including those with SEND have additional responsibilities. • Pupils are involved in setting their own passport to success targets which are written in 'pupil friendly' language. • Pupils discuss their progress with their teacher or the SENDCo and can have their views included in their revised targets.
Training of Staff 	• The SENDCo has completed the National Qualification for SENDCos. They will also attend regular SENDCo Circle meetings with local SENDCo's and Educational Psychologists, as well as having access from the HIAS SEND Team as appropriate.

What training have the staff supporting SEND had?	• Training for staff relates to the needs of the school and the individual pupils and is done both in school and through external courses. • Additional expertise is required through liaison with professionals such as the Speech and Language Therapist, the Occupational Therapist, the Advisory Teacher for the Hearing Impaired, the school nurse and the Educational Psychologist. • The school has participated in the Partnership for Neurodiversity in Schools (PINS) project, where staff received specialist training on Autism, Dyslexia and Dyscalculia. This training has enhanced our understanding of neurodiversity and equipped staff with evidence-based strategies to support neurodiverse learners effectively.
Accessibility  How accessible is the school?	• Our school building presents some accessibility challenges due to its age and layout, including multiple levels and narrow corridors. While our school building has some physical constraints, we conduct individual accessibility assessments for each pupil with physical needs and work creatively to remove barriers. • We have one disabled parking space in the main car park • We are committed to making reasonable adjustments to accommodate pupils with physical disabilities and will work with families and the Local Authority to assess what adaptations may be possible • For pupils with significant physical needs, we will conduct individual accessibility assessments and implement necessary adjustments • We welcome discussions with parents about their child's specific needs before admission • Our Accessibility Plan is available on request and is reviewed annually. Important note: Under the Equality Act 2010, schools cannot refuse admission solely on the grounds of disability. We will always consider reasonable adjustments in collaboration with parents.
Complaint Procedures  What happens if a parent is not happy with the Special Needs Provision for their child?	• Parents are encouraged to discuss concerns initially with the class teacher, SENDCo or Head Teacher. • Parents with complaints about SEND can go through the School Complaints Procedure detailed on the school website. A copy of the procedure is available from the school office.

Outside Agencies  How does the school and the governing body involve other bodies in supporting pupils with special need and their families?	• The school has links with the school nurse who visits the school for routine checks and who will also support medical referrals. • We can refer pupils to Speech and Language Therapy, Occupational Therapy, Physiotherapy or the Educational Psychologist with information and support provided by the parents. • When we feel specialist advice is needed, we can seek outreach support from specialist provisions for all of the four areas of need. • We can also direct parents towards other support services for families.
Transition  How will the school support pupils on arrival and on transfer to their next school?	• When a pupil with SEND is given a place at Hawley, the foundation staff and the SENDCo will liaise with the SENDCo at the pre-school setting or previous school and parents. • When a pupil is moving on the SENDCo will liaise with the SENDCo at the school the pupil is transferring to at the end of year 6 or earlier if necessary. • This may include setting up transition meetings. • The SENDCo will pass on any relevant information with agreement from the parents. • Most of the local secondary schools offer additional voluntary transfer activities and visits for pupils with SEND.
Further Support for Parents  Where can parents go for further support?	• Parents with questions about Special Education Needs at Hawley Primary School can contact the Special Needs Coordinator (SENDCo) Francesca Smith - f.smith@hawley.hants.sch.uk tel: 01276 31048 • Support4Send, formerly The Parent Partnership Service, will also provide independent and impartial advice. Tel 01962 845870 Mon to Fri 9am to 5pm. enquiries.support4send@hants.gov.uk • Parent Voice has information for parents of children with SEND. http://www.parentvoice.info/en/Home_Page • parentvoice@roseroad.org.uk tel 0300 3038603 • The Hampshire LEAs Local Offer lists what is available for families with children with special needs in the local area. • The local offer can be found at SEND Local Offer Hampshire CTSH