



## Special Needs Information Report for Parents

**2024 - 2025**

| Question  | Information  |
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| <p><b>Type of school</b></p> <p>What kind of educational provision is provided for children with special educational needs at our school?</p> | <ul style="list-style-type: none"> <li>• Hawley Primary School is a mainstream school.</li> <li>• As a mainstream school we aim to provide an inclusive environment.</li> <li>• We provide an education fitting for children with a wide range of abilities and aptitudes.</li> </ul>  |
| <p><b>Identification and Assessment</b></p> <p>How do we identify and assess children with special educational needs?</p>                     | <ul style="list-style-type: none"> <li>• Some pupils arrive at the school having already been identified as having special educational needs.</li> <li>• Some pupils may have an Education and Health Care Plan (EHCP) after assessment by the Local Education Authority.</li> <li>• The Special Educational Needs Coordinator (SENDCo) or other members of staff as relevant will liaise with the previous setting as to the needs of the pupil.</li> <li>• Other pupils will be identified after starting at Hawley. This may be as a result of screening tests and/ or through observation and concerns raised by parents or teachers.</li> <li>• Initially additional class based support will be provided and the pupil's progress monitored.</li> <li>• A special educational need may be suspected if a pupil is performing well below the average level, is failing to progress in spite of additional support, has an uneven pattern of attainment or has an emotional, social, physical or communication difficulty.</li> <li>• If there are concerns about a pupil further tests may be carried out by the school and 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.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• If you are concerned that your child may have special educational needs we encourage you to discuss the situation with the class teacher, the SENDCo or the Head Teacher.</li> <li>• We involve parents in any outside referrals by asking for background information. Parents will have the opportunity to meet with the outside agencies.</li> </ul>  |
| <p><b>Types of Special Educational Need</b></p> <p>What different types of special educational needs may be identified?</p>                    | <p>The Special Needs Code of Practice (2014) identifies four broad areas of special educational needs:-</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, mental and emotional health</li> <li>• Sensory and/ or physical</li> </ul>   |
| <p><b>Evaluation and Provision</b></p> <p>How do we evaluate the effectiveness of the provision for pupils with special educational needs?</p> | <ul style="list-style-type: none"> <li>• Once a pupil has been identified as having a special need, he or she will be placed on the school's special educational needs register.</li> <li>• Pupils with special needs will at times need additional provision over and above the general provision for all pupils.</li> <li>• At Hawley Primary School we will provide all children on the special educational needs register with a passport to success. This will include background information on the specific needs of the child e.g. their strengths, barriers to learning and how they learn best. It will also identify some short term targets. These plans are completed with the children as a person centred planning approach.</li> <li>• Additional provision to help pupils achieve their targets will involve working with the pupil in the following way – <b>Assess</b> where they are, <b>Plan</b> a programme of work or activities, <b>Do</b> the work or activities over a period of time and then <b>Review</b> the progress.</li> <li>• 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.</li> <li>• The class teachers, teaching assistants and the SENDCo regularly review the progress of pupils with Special Educational Needs.</li> <li>• We will evaluate passports to success once a term and the effectiveness of the provision will be reviewed.</li> <li>• The school governors are involved in monitoring the progress of all pupils including those with special educational needs.</li> </ul> |

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| <p><b>Involving Parents</b></p> <p>How do we involve parents in their child's education?</p>                | <ul style="list-style-type: none"> <li>• Hawley Primary School encourages all parents to be involved in their children's education.</li> <li>• 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.</li> <li>• We invite parents of pupils with passports to success to review the pupil's targets termly.</li> <li>• In addition we hold additional review meetings with the SENDCo for parents of pupils with Special Educational Needs, as required.</li> <li>• The SENDCo is available for appointments during the course of the year. The Head Teacher is able to attend Special Needs Review meetings when appropriate.</li> <li>• We include suggestions for ways for parents to support their children at home on the passports to success.</li> <li>• Systems can be set up as required- for example daily home school liaison books for individual cases.</li> </ul> |
| <p><b>Supporting Children with SEND</b></p> <p>How do we support pupils with special educational needs?</p> | <ul style="list-style-type: none"> <li>• Class teachers are responsible for providing an educational environment suitable for all pupils in the class, including those with Special Educational Needs with support from the SENDCo.</li> <li>• We have high expectations for all pupils, including those with Special Educational Needs.</li> <li>• At times pupils with Special Educational Needs will receive additional support.</li> <li>• 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.</li> </ul>   |
| <p><b>Matching the Curriculum</b></p> <p>How do we match the curriculum to children's needs?</p>            | <ul style="list-style-type: none"> <li>• Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with Special Educational Needs.</li> <li>• Class teachers plan a differentiated curriculum which aims to be inclusive. This may be achieved by using group work and/ or in class support.</li> <li>• Pupils with Special Educational Needs may be provided with additional resources such as coloured overlays or word processors for use in lessons.</li> </ul>   |
| <p><b>Deciding on Support</b></p> <p>How do we decide how much support a pupil needs?</p>                   | <ul style="list-style-type: none"> <li>• A pupil with Special Educational Needs will usually have longstanding additional needs.</li> <li>• We provide a range of additional provision to support pupils with Special Educational Needs.</li> <li>• This includes programmes of learning for literacy and maths delivered by teaching assistants.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• The programmes are chosen after a review of the pupil's needs, progress data and assessment information by the class teacher and the SENDCo.</li> <li>• The programmes are listed on the pupil's passport to success and are reviewed regularly to ensure that progress is being made.</li> <li>• Parents are involved in the review of their child's progress when passports to success are reviewed and renewed.</li> <li>• Access arrangements for the end of Key Stage 2 assessments are applied for as appropriate to individual needs.</li> </ul> |
| <p><b>Extra-Curricular Activities</b></p> <p>How are pupils with special needs included in activities outside the classroom?</p>  | <ul style="list-style-type: none"> <li>• Most of our pupils with Special Educational Needs are able to access extra-curricular activities and trips including residential visits.</li> <li>• We will liaise with parents on an individual basis as appropriate.</li> <li>• We carry out Risk Assessments when required.</li> <li>• Very occasionally we have pupils with special needs who have individual arrangements for break and lunch times and before and after school.</li> </ul>  |
| <p><b>Emotional and Physical Support</b></p> <p>What support is available for pupil's overall emotional and physical wellbeing and to ensure their full involvement in school life?</p> | <ul style="list-style-type: none"> <li>• We have two Emotional Literacy Support Assistants (ELSA) who works with individual pupils as required.</li> <li>• 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.</li> <li>• The school can in individual cases administer medicines and provide personal care.</li> </ul>   |
| <p><b>Involvement in the Whole School</b></p> <p>How are pupils with Special Educational Needs involved in the school and their learning?</p>   | <ul style="list-style-type: none"> <li>• The school has an active School Council and all pupils are encouraged to contribute to this.</li> <li>• All Year 6 pupils, including those with Special Educational Needs have additional responsibilities.</li> <li>• Pupils are involved in setting their own passport to success targets which are written in 'pupil friendly' language.</li> <li>• Pupils discuss their progress with their teacher or the SENDCo and are able to have their views included in their revised targets.</li> </ul>  |

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| <p><b>Training of Staff</b></p> <p>What training have the staff supporting Special Educational Needs had?</p>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Training for staff relates to the needs of the school and the individual pupils and is done both in school and through external courses.</li> <li>• 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.</li> </ul> |
| <p><b>Accessibility</b></p> <p>How accessible is the school?</p>   | <ul style="list-style-type: none"> <li>• The school building has been reviewed and as a result has not been deemed appropriate to accept pupils in wheel chairs. This is due to the age and lay out of the building.</li> <li>• There is a disabled parking space and toilet.</li> <li>• The school is willing to research into any additional equipment and facilities required for individual pupils in liaison with the Local Authority.</li> </ul>  |
| <p><b>Complaint Procedures</b></p> <p>What happens if a parent is not happy with the Special Needs Provision for their child?</p>                                | <ul style="list-style-type: none"> <li>• Parents are encouraged to discuss concerns initially with the class teacher, SENDCo or Head Teacher.</li> <li>• Parents with complaints about Special Educational Needs can go through the School Complaints Procedure detailed on the school website. A copy of the procedure is available from the school office.</li> </ul>   |
| <p><b>Outside Agencies</b></p> <p>How does the school and the governing body involve other bodies in supporting pupils with special need and their families?</p> | <ul style="list-style-type: none"> <li>• The school has links with the school nurse who visits the school for routine checks and who will also support medical referrals.</li> <li>• We can refer pupils to Speech and Language Therapy, Occupational Therapy, Physiotherapy or the Educational Psychologist with information and support provided by the parents.</li> <li>• When we feel specialist advice is needed we can seek outreach support from specialist provisions for all of the four areas of need.</li> <li>• We can also direct parents towards other support services for families.</li> </ul>   |

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| <p><b>Transition</b></p> <p>How will the school support pupils on arrival and on transfer to their next school?</p> | <ul style="list-style-type: none"> <li>• When a pupil with Special Educational Needs 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.</li> <li>• 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.</li> <li>• This may include setting up transition meetings.</li> <li>• The SENDCo will pass on any relevant information with agreement from the parents.</li> <li>• Most of the local secondary schools offer additional voluntary transfer activities and visits for pupils with Special Educational Needs.</li> </ul>  |
| <p><b>Further Support for Parents</b></p> <p>Where can parents go for further support?</p>                          | <ul style="list-style-type: none"> <li>• Parents with questions about Special Education Needs at Hawley Primary School can contact the Special Needs Co ordinator (SENDCo) Francesca Smith - <a href="mailto:f.smith@hawley.hants.sch.uk">f.smith@hawley.hants.sch.uk</a> tel: 01276 31048</li> <li>• Support4Send, formerly The Parent Partnership Service, will also provide independent and impartial advice. Tel 01962 845870 Mon to Fri 9am to 5pm. <a href="mailto:enquiries.support4send@hants.gov.uk">enquiries.support4send@hants.gov.uk</a></li> <li>• Parent Voice has information for parents of children with Special Educational Needs. <a href="http://www.parentvoice.info/en/Home_Page">http://www.parentvoice.info/en/Home_Page</a></li> <li>• <a href="mailto:parentvoice@roseroad.org.uk">parentvoice@roseroad.org.uk</a> tel 0300 3038603</li> <li>• The Hampshire LEAs Local Offer lists what is available for families with children with special needs in the local area.</li> <li>• The local offer can be found at (<a href="http://www.hantslocaloffer.info/en/Hawley_Primary_School">http://www.hantslocaloffer.info/en/Hawley_Primary_School</a>).</li> </ul> |