

Special Educational Needs and Disabilities (SEND) Information Report

Hawkinge Primary School



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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



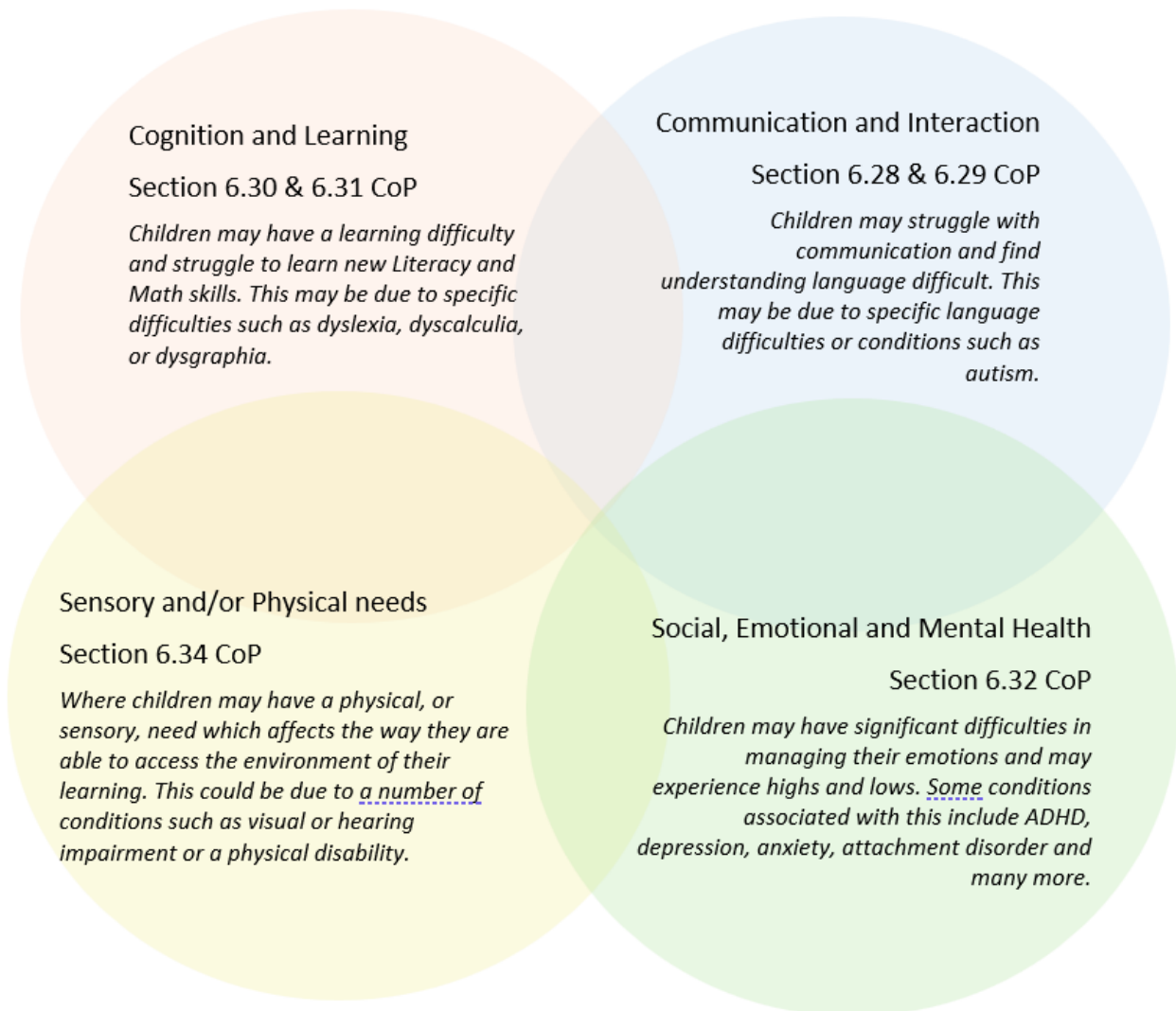
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Hawkinge all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Tori Hanner.

She has 14 years' experience in this role and has worked at the school, as a qualified teacher, since 2008.

Tori achieved the National Award in Special Educational Needs Co-ordination in 2012.

She also regularly updates her training around a wide range of SEND areas, including attending termly SENCO forums, both locally and countywide, working alongside professionals such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists and also attending training in areas such as 'FASD', 'Working Memory and Executive Functioning' and 'Supporting Students with ADHD'.

Our Family Support Worker

Our Family Support Worker and Learning Mentor is Aneeka Tappenden.

She has over 15 years experience working with children and families in Kent and has worked at the school since 2016.

Aneeka has achieved a Level 5 Diploma in Trauma and Mental Health Informed Schools (Practitioner Status), Level 3 Diploma in Children & Young People's Workforce, she is qualified to deliver Mindfulness training & Youth Mental Health First Aid and is our school's Senior Mental Health Lead and Co-Lead for PSHE.

Aneeka works with children individually or in small groups to support their learning and emotional wellbeing, promote good social skills, address issues around behaviour and provide individualised support to help them cope during the school day. She works with parents, grandparents and carers to help families overcome any barriers to their children's learning by providing advice and support when things are getting difficult. She provides a range of parent workshops to support family functioning and wellbeing and can assist families in accessing local services to support their child's health and wellbeing needs.

Class/subject teachers and Teaching assistants (TAs)

All of our teachers and TAs receive in-house SEN training, and are supported by the SENCO and Family Support Worker to meet the needs of pupils who have SEN. In the last year, this has included 'Dyslexia-friendly schools and ASD-friendly classrooms', 'Supporting pupils with ADHD', 'Adaptive Teaching across the Curriculum', 'Understanding, Writing and Using Social Stories', 'ACEs and Trauma-Informed Teaching', 'Sensory Circuits' and 'Developmental Language Disorder'.

External training that staff have attended within the last year has included 'Demand Avoidant Profiles – PDA', 'Clever Hands (fine motor skills)', 'Fizzy (gross motor skills)', 'Gestalt Language Processing' amongst others.

We have a team of 22 TAs, who are trained to deliver SEN provision in a range of areas. These TAs are trained to deliver a wide range of interventions, including Speech and Language support, additional phonics, emotional literacy, additional maths support, fine and gross motor skills (Fizzy and Clever Hands), social skills etc. TAs also deliver daily 'Keep Up, Catch Up' sessions for both English and Maths to support any children who did not meet the objectives of a lesson or who missed a lesson to ensure no child 'falls behind'.

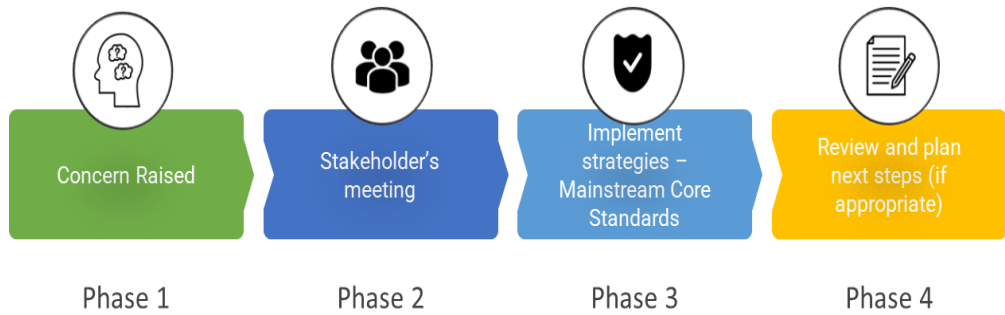
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists and physical therapists
- Therapeutic practitioners, including counselling services
- Safeguarding services
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists



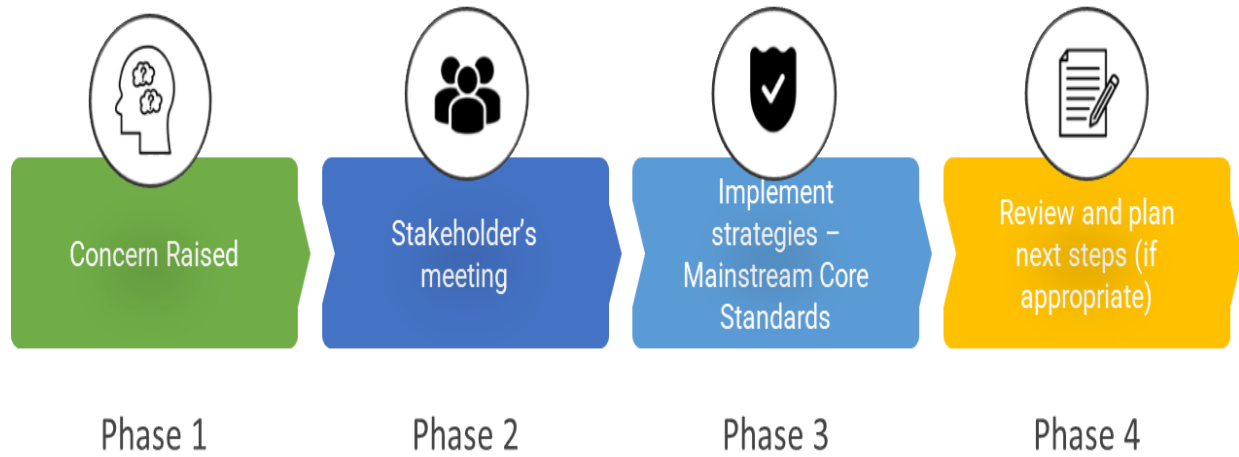
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>Parents can contact their child’s teacher at the end of the school day, at termly parents’ evenings or by contacting the school office (by phone or email to request a meeting. Aly Ward (Head Teacher), Paul O’Brien (Deputy Head) and Tori Hanner (SENCO) are also available at pick-up and drop-off times to pass on messages or to discuss any brief concerns.</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the ‘Graduated Approach’ where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will notify you and your child will be added to the school’s SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This might include in reading, writing, maths, language, physical development, emotional development or social development, amongst other areas. This would also be discussed with you at parents' evenings.

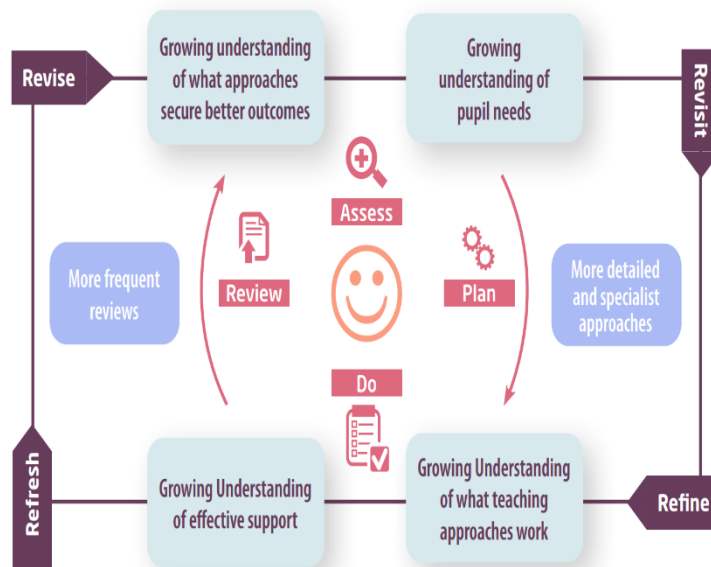
If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page). This might include screening for additional difficulties, supporting through additional interventions or provisions or working together with you to refer for further assessment using external agencies.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress (academically, socially, physically or in any number of ways), we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. This will be shared with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

A member of staff who knows your child well (their class teacher or English/Maths teacher) will meet you five times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We will provide annual written reports on your child's progress. If your child requires SEND support, a written summary of their support and progress will be shared with you three times a year at parents' evening consultations.

The SENCO or FSW may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is affecting your child outside of school.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's teacher, Tori Hanner (SENCO), Aneeka Tappenden (FSW), Aly Ward (Head Teacher) or Paul O'Brien (Deputy Head), either in person, by email or by phone and we will work with you to offer support.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, drawing, respond to a survey etc.
- Discuss their views with a member of staff who can act as a representative during the meeting








8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

For a more detailed example of what this might look like in class, take a look at our document, 'Adaptive Teaching at Hawkinge Primary School', but, in general, these adaptations may include the following:

-  > Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
-  > Scaffolding lesson materials

We may also provide additional provisions from a range of interventions, including the following:

Keep Up, Catch Up	Intensive Interaction	Emotional Regulation
Clicker 8	Lego Therapy	Social Stories
Nessy (Reading and/or Writing)	Speech Link and Language Link	Fizzy and/or Clever Hands

These interventions are part of our contribution to Kent County Council's local offer. In addition, we offer a range of parent workshops throughout the year to help you support your child at home.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after each half term (or 'block' if the intervention requires a certain number of weeks)
- Monitoring by the SENCO
- Using provision maps and learning plans to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources. These might include the following:

- Additional resources to support their learning or physical development
- Adaptations to in-class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils (not only those with SEND) to receive interventions in addition to a broad and balanced curriculum.

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

All pupils are encouraged to go on our school trips, including our residential trip to Kingswood. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during a specific activity or visit.

All pupils are encouraged to take part in sports day, school plays and performances, special workshops and all aspects of Hawkinge Primary School life.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



The admission arrangements at Hawkinge Primary School do not discriminate or disadvantage disabled children or those with special educational needs (see admissions policy for more information). The school also endeavours to meet the needs of pupils with an Educational Health Care Plan and decisions on the admission of pupils with an EHCP are made by the Local Authority.

13. How does the school support pupils with disabilities?



As a school we are happy to discuss individual access requirements. Facilities we have at present include the following:

- *toilets adapted for disabled users*
- *wide doors in some parts of the building*
- *disabled parking bay*
- *care suite to meet the needs of individual pupils*

The school also has the following adaptations in place to meet sensory and physical needs:

- *appropriate seating and lighting*
- *adaptations to the physical environment of the school*
- *adaptations to school policies and procedures*
- *access to alternative or augmented forms of communication*
- *provision of tactile and kinaesthetic materials*
- *access to specialist aids, equipment or furniture*
- *regular and frequent access to specialist support*

Please see our 'Accessibility Plan' for more details.

In addition, if a pupil has a medical need, they will have a Care Plan, which is compiled in consultation with parents/carers. The plan is discussed with all staff who are involved with the pupil. Staff receive regular Epipen, asthma and diabetic training delivered by the school/nursing team, depending on the needs of the children in their care. The school has been recognised for 'Good Diabetes Care in School' by Diabetes UK. Where necessary, and in agreement with parents/carers, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

14. How will the school support my child's mental health and emotional and social development?

All pupils at Hawkinge Primary School are taught to recognise, understand and manage their mental health and wellbeing through our whole school PSHE programme. This is designed around the New Economics Foundation's (NEF) 5 Ways to Wellbeing and provides lessons to promote their development of key life skills alongside workshops and whole school events which encourage social awareness, including anti-bullying measures, caring for our environment, economics and the importance of community. In addition to this, we offer a range of pastoral support for all pupils who are experiencing emotional difficulties at any time and more targeted support in response to individual pupil's needs, including emotional regulation, daily 'check-ins' and nurture groups. Pupils may attend social skills groups or take part in friendship group sessions. Some children may be eligible for bespoke counselling which the school can access or we may assist families with referrals onto external agencies for mental health support.

15. What support is in place for looked-after and previously looked-after children with SEND?



Katie Milborrow is the designated teacher for looked-after children and previously looked-after children at Hawkinge Primary School.

Katie will work with Tori Hanner, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. Staff have also received training on Adverse Childhood Experiences (ACES), Attachment and how to ensure our school is trauma-informed.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND or additional needs. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

As a school, we understand that transitions can be distressing for some children and therefore we aim to make the process successful through a number of ways. When it comes to transitions between schools the following is put in place:

- encouraging new entrants to Hawkinge to visit and join us for an afternoon. We also contact the child's current school so that we can properly prepare for their arrival.
- supporting a pupil leaving Hawkinge to join another Primary School by ensuring all relevant information is shared.
- supporting a pupil leaving Hawkinge and joining a secondary school. The SENCo and Year 6 teaching staff meet with the secondary SENCo and/or complete all relevant documents.
- arranging additional visits to secondary schools for some pupils as well as carrying out transition support sessions with other local primary schools.
- passing on SEN pupils files to their relevant secondary school.

Between years

To help all pupils, including those with SEND, be prepared for a new school year we ensure the following:



- Schedule lessons with the incoming teacher towards the end of the summer term
- Arrange additional classroom visits to support confidence
 - Schedule handover meetings between current and new teacher towards the end of the Summer Term
 - Share a bespoke social story with children to be reviewed over the summer holiday introducing new teachers, classrooms, expectations etc.
 - Schedule a meeting between new teachers, the SENCO and FSW to handover key information at the start of Term 1.

Between phases

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Having experienced setting for English and Maths in Key Stage 2 as an example of moving to different classes for different subjects
- Having experienced being mixed into different classes annually
- Attending weekly 'transition lessons' in school in Y6 covering a range of areas
- Attending 'move-up' transition days at their new schools
- Being grouped with other pupils who will be moving onto the same secondary school (if applicable)
- Receiving additional bespoke support/visits if needed



17. What support is available for my family and me?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent's local offer. Kent publishes information about the local offer on their website:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations is <https://www.iask.org.uk/>.

Local charities that offer information and support to families of pupils with SEND are:

- The Kent Autistic Trust - www.kentautistic.com
- IASK (Information Advice & Support Kent) - 03000 413000 iask@kent.gov.uk
- Includes Us 2 (Support & Advice for disabled children & their families) – 01233878089 www.includesus2.org.uk / familysupport@includesus2.org.uk

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

For the complaints procedure regarding the provision made for pupils with special educational needs please refer to the school's complaints policy which outlines Stage 1 and Stage 2.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*
- *Adaptive Teaching at Hawkinge Primary School*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **FSW** – Family Support Worker
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages