



Special Educational Needs and/or Disability (SEND) Information Report September 2025

APPROVED AND ADOPTED

Policy Author: Staff and Governors

Approved by: FGB

Last Approved: September 2025

Written and implemented: September 2025

Review Due Date: September 2026

Hatch Warren Junior School

Special Educational Needs and/or Disability (SEND)

Information Report September 2025

At Hatch Warren Junior School we strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. High quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them maximise their potential for learning.

The Special Educational Needs and Disability Coordinator (SENDCo) is Mrs Heidi Murphy

Roles and Responsibilities of the SENDCo

The SENDCo is responsible for the operation of the Special Educational Needs Policy and the coordination of specific provision made to support individual children with SEND. The SENDCo works with staff to support children's learning, monitor their progress and oversee further interventions where progress is slower than expected. The SENDCo has regular contact with a wide range of external agencies that are able to give more specialised advice if and when needed. If you have any concerns regarding SEND matters then Mrs Murphy will always make herself available to discuss your concerns. Please make an appointment through the school office.

Each child's needs are individually assessed with additional support in school available for learning, communication, physical, social or emotional needs.

What is the Local Offer?

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things including:

- Education and Childcare (Information about SEN Support, EHCPs and education for children with SEND)
- Respite and Support (Information and resources to support families with SEND, including financial support and short breaks)
- Health, Equipment and Therapies (Information and advice about health services, and the provision of equipment and specific therapies for children and young people with SEND)

- Preparation for Adulthood (Information for young people and their families about further education options, employability and building independence into adulthood)
- Leisure and Play – Hampshire Gateway (Directory of organisations and activities that can support you under the Hampshire Gateway Card scheme)

With regards to Education, the Local Offer will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings.

To view Hampshire's SEND local offer go to:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The Local Offer Steering Group has developed questions for schools. There are 22 questions in total; these have been devised in consultation with parents/carers and other agencies and reflect their concerns and interests.

Below are Hatch Warren Junior School's responses to these questions:

1) How does Hatch Warren Junior School know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or child
- There have been discussions with previous schools
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- There has been liaison with external agencies e.g. Health

2) What should I do if I think my child may have special educational needs?

If you have concerns, initially come in and talk to your child's class teacher. It may then be relevant to contact the SENDCo for further discussions.

Outside of school there are agencies available to support parents of children with SEND such as:

Hampshire SENDIASS an impartial Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) that aims to make a positive and lasting difference for children and young people with special educational needs and/or disability (SEND) and their parents and carers - <https://www.hampshiresendiass.co.uk/>

IPSEA – Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>

3) How will I know how Hatch Warren Junior School supports my child?

- Each pupil's learning will be planned by a member of the school staff, usually the child's class teacher. It will be adapted accordingly to suit the pupil's needs. These are addressed firstly by High Quality Teaching which may include additional general support by a teacher or Learning Support Assistant (LSA).
- All children will complete an (all about) ME sheet with their class teacher at the beginning of the Autumn term. This will be kept in class with your child, referred to by key adults and updated when necessary. This sheet will encourage relationship building with key adults as well as developing your child's independence by increasing conversations about strategies they can use to help themselves before an adult steps in.
- If a pupil has needs related to more specific areas of their education, then the pupil may receive additional interventions that will be run by a member of staff. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning. These interventions will be monitored by the SENDCo.
- The LSA or teacher may work with your child either individually or as part of a group, if this is seen as necessary
- Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- If a pupil needs more expert support from an outside agency (see question 12) a referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- The SENDCo reports to the Governors of Hatch Warren Junior School 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. In addition to this, at least one of the Governors is responsible for SEND and these governor(s) meet regularly with the SENDCo. They also report to the governors to keep them informed.

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

- Work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. This may include pupils working on objectives from different year groups.
- When a pupil has been identified with special educational needs their work may be adapted by the teacher to enable them to access the curriculum more easily. This may involve adaptations of the task, resources or adult support.
- Staff may be allocated to work with the pupil on a one-to-one basis or in a small focus group.

- If a child is identified as having a special educational need we will create a Progress of Provision (POP) to detail the provision provided to the child, evidence will be collected to enable us to analyse the impact of the provisions and to amend where necessary. Children with needs in the area of Cognition and Learning may have targets set by their class teacher and recorded on a Small steps to learning sheet. These will be monitored by the class teacher and LSA at least half termly and by the SENDCo three times a year. The Progress of Provision and targets will be discussed termly at parents' evenings or a previously arranged meeting.
- If your child has complex SEND they may be part of a Transition Partnership Agreement (TPA) or have an Education Health and Care plan (EHCP). In addition to the previous bullet points, when matching the curriculum to your child's need the outcomes and support detailed within the EHCP will be taken into account. A progress of Learning (POL) will also be created focusing on the outcomes in the EHCP and evidence recorded relating to their progress towards these outcomes.
- An annual review will be held to discuss your child's progress and a report will be written following that review.

5) What is an Education and Health Care Plan? (EHCP)

- Some children with SEN may need more support than would be ordinarily available at the SEN support level. These pupils receive support through an Education, Health and Care (EHC) plan.
- This is a legal document that describes a child or young person's special educational, health and social care needs; it details the support that is required to meet those needs; and how that support will enable the child or young person to achieve set outcomes and realise their aspirations.
- The EHC Plan is made when the Local Authority (LA) decides that the special educational provision the child needs cannot reasonably be provided within the resources normally available to the school. These resources can include staff time and special equipment.
- If a child's needs are demonstrating significant cause for concern, then a request for an Education, Health and Care (EHC) needs assessment may be made. The purpose of the assessment is to find out, exactly what the child's special educational needs are and to identify the special help they might need.
- The EHC needs assessment is requested by either the school or the parents. The school will have already shared with the parents their concerns, the support already given and the progress the child has made.
- Once the request has been made, the LA will contact the relevant people involved with the child for additional information and evidence. They review all this and make a decision, which would be either:
 - The child is issued with an EHC Plan, or
 - The LA do not feel at that time the child needs the extra support and so it is turned down
- The whole process, from the request to the final EHC Plan, should take no longer than 20 weeks. However, please be aware that these timescales are currently higher due to an increase in the number of such requests.

- A child with an EHC Plan will have an annual review, which is arranged by the school. The school will invite the parents and everybody working with the child to a formal meeting. They will request information and advice in the form of a written report, in advance. During the meeting, the provision detailed in the EHC Plan will be reviewed to check it is still meeting the child's needs. If it is practical, the child should have the opportunity to produce their own report and participate in the meeting. Following the annual review meeting, a report will be written which will be circulated to all the people who were involved in the annual review process. Once the LA has received the report, they will review the EHC plan and decide whether or not to accept the recommendations. They will then send the parents and school a letter with the outcome.

6) How will I know how my child is doing?

You will be able to discuss your child's progress at parents' evenings which are held three times a year. A written report is also sent to you, from your child's class teacher, twice a year. In addition to this we offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on.

7) How will you help me to support my child's learning?

- The class teacher may suggest ways you can support your child.
- Mrs Murphy may also meet with you to discuss how to support your child
- Homework is set according to your child's needs
- If outside agencies have been involved suggestions and programmes of study can be provided that can be used at home.
- The school runs curriculum evenings which are designed to familiarise parents with the school curriculum and suggest ways to support your child's learning across the curriculum
- Information in relation to the school's curriculum is also available on the school's website.

8) What support will there be for my child's overall well-being?

- 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 wellbeing of every child in their class, therefore this would be the parents' first point of contact. Staff from across the school will work together to meet any additional needs. If further support or advice is required, the class teacher liaises with the SENDCo/ Emotional Literacy Support Assistants or the Family Support worker. This may involve working alongside outside agencies (see question 12).

- The school also has three Emotional Literacy Support Assistants (ELSA) who work under the direction of the SENDCo with vulnerable children during the school day. The ELSA works with small groups or individuals and supports their emotional well-being. Parents will be informed if their child is going to take part in ELSA sessions.
- ELSA support programmes run for a set period of time are designed to equip children with a set of skills. ELSA programmes are not designed to be an on-going support process
- The school discusses wellbeing and teaches strategies to the children via assemblies, the PHSE curriculum, termly wellbeing days and reference to resources we use across the school such as our ten keys to wellbeing and Zones of regulation

9) How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the admin staff if medication is recommended by health professionals to be taken during the school day.
- Where necessary, and in agreement with parents/carers, medicines can be administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- As a staff we have regular training and updates of conditions affecting individual children so that all staff are able to manage medical situations.

10) What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school, we have a very positive approach to managing all types of behaviour with a clear reward system that is followed consistently by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Further details of how the school manages behaviour can be found in the school's behaviour policy.

Attendance of every child is monitored on a daily basis by Admin Staff. Lateness and absence are recorded and reported to the Deputy head teacher or Head teacher. Where necessary support can be provided through an incentive scheme where good attendance is actively encouraged throughout the school. The Family Support Worker will also complete monthly monitoring of attendance levels in school and will make direct contact with parents if they have any concerns.

11) How will my child be able to contribute their views?

- 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 has an open forum for any issues or viewpoints to be raised.
- Children who have either a Progress of Learning or Progress of Provision will discuss their targets with their class teacher.
- If your child has an EHCP their views will also be sought before any review meetings.
- There are worry boxes in every class which are regularly checked by the class teacher and acted upon.

12) What specialist services and expertise are available at or accessed by Hatch Warren Junior School?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Maple Ridge Outreach Team
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Primary Behaviour Service
- Solent Therapy Team (Speech & Language/Occupational Therapy)
- Health including School Nurse, GPs and Paediatricians
- Inclusion Team
- Social Services including Locality Team and Social Workers
- Specialist Teacher Advisor for Visually Impaired
- Specialist Teacher Advisor for Hearing Impaired
- Specialist Teacher Advisor for Physically Impaired
- Specialist Teacher Advisor for Communication and Interaction

Support from an external agency will only be requested after a discussion with the parents has taken place and permission obtained. Parents will be kept informed of any involvement and progress.

13) What training have the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to different areas of SEND. These have included sessions on:

- How to support pupils on the autistic spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with Hearing/Visual Impairments

- How to support pupils with dyslexia
- How to support reading, spelling and phonics programmes

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

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips and to take part in after school clubs. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

15) How accessible is the Hatch Warren Junior School environment?

As a school we are happy to discuss individual access requirements.

- The school site is wheelchair accessible and on one level
- We liaise with EMTAS (Ethnic minority and Travellers Achievement Service) who assist us in supporting our families with English as an additional language.
- The school has a disabled parking bay located near the entrance of the school which can be accessed during the school day if necessary.

16) How will Hatch Warren Junior School prepare and support my child when joining the school and transferring to a new school?

- Children who are transferring to the junior school from year 2 will be invited to visit the school in the second half of the summer term as part of a whole school transfer day to help them experience the school environment. They will be also invited on separate days to share break times with the year 3 children in the summer term.
- Our year 3 teachers, members of the SLT and the school SENDCo visit the year 2 children in their current feeder school during the summer term.
- Senior staff in school will liaise directly with non-feeder schools if children are transferring at the end of key stage 1 into us as a junior school to discuss each pupils needs.
- We encourage all new children to visit the school prior to starting. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to secondary education, we can arrange additional visits. We liaise with the receiving secondary schools during the summer term to arrange these visits.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

- If your child has complex needs then a Transition Partnership Agreement meeting (TPA) or EHCP review will take place when children transfer from one school to another. Staff from both schools and parents will be invited to attend these meetings. If appropriate your child may also briefly attend the meeting to ask any questions they may have.

17) How are Hatch Warren Junior School's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources depending on individual needs as identified on a child's EHCP.
- The additional provision may be allocated after discussion with the class teacher at Pupil Progress Review Meetings or if a concern has been raised by them at another time during the year.
- Resources may include the deployment of staff depending on individual circumstances.

18) How is the decision made about how much support my child will receive?

- These decisions are made in consultation with the class teacher, other teachers in the child's year group, SENDCo and Senior Leadership Team. Where a child has an EHCP this will be used to ensure that the appropriate support is provided.
- Decisions are based upon termly tracking of pupil progress and as a result of assessments by school and outside agencies.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and all involved with the child.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

19) How do we know if it has had an impact?

- Interventions are monitored every term to assess progress.
- Targets are reviewed to ensure they are being met.
- Progress of Provision and Progress of Learning evidence is analysed to ensure interventions and provisions provided are working in line with your child's needs.
- The child is making progress academically against age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback will be provided by the teacher to parents and pupils.
- Children may move off of the SEN register when they have made sufficient progress and can access learning in line with the majority of their peers.
- Termly pupil progress meetings evaluate the progress of children

- Teachers keep records of achievement of individual children using our data tracking system.

20) How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Informal discussions with class teacher.
- During discussions at parents' evenings.
- During discussions with Mrs Murphy or other professionals.

21) What steps can I take if I have a concern about the school's provision for special educational needs and disabilities?

- If parents wish to discuss a matter about their child's special educational needs, the first point of contact is the class teacher.
- The class teacher or parent may then decide that contact with the SENDCo would be beneficial and Mrs Murphy would make contact with the parent.
- If there is a complex matter to be discussed or the concern cannot be resolved, the SENDCo will involve the head teacher who will then arrange to meet with the parent to discuss the concerns and work together to find a solution. If the matter still cannot be resolved at an initial meeting, the school's complaints procedure may be invoked.
- At all stages the aim is to resolve any issue as quickly as possible and to the satisfaction of all parties.
- If any parents have concerns about the statutory assessments of special educational needs these can be raised directly with the local authority. Contact can be made via the website <https://www.hampshiresendiass.co.uk/> via email at: info@hampshiresendiass.co.uk or telephone: 0808 164 5504.
- Parents may also contact the Independent Provider of Special Education Advice (IPSEA) - www.ipsea.org.uk

22) Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the class teacher or SENDCo. **If your child does not currently attend our school but you wish to find out more about what the school can offer**, please contact the school office to make an appointment with our SENDCo, Mrs Heidi Murphy.