Special Educational Needs and/or Disability (SEND) Information Report 2026

APPROVED AND ADOPTED

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Hatch Warren Junior School
Special Educational Needs and/or Disability (SEND) Information Report 2026

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 by phone on 01256 328252 or email office@hwjs.hants.sch.uk.

The school currently provides for pupils with needs across the four broad areas of SEND identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical 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:

- Special educational provision
- Health provision

- Social care provision
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities.

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: **www.connecttosupporthampshire.org.uk**

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 Advicehttps://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).
- 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 issues 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 this governor meets 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, a Progress of Provision sheet will be created. This sets out the additional or different support and provision the child receives compared with their peers. The provision will be monitored and reviewed termly to identify what is working well, the impact it is having and whether any changes are needed. Parents/carers will be involved in this process, with the child's needs, provision and progress discussed at parents' evenings or an 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. 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.
- 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

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, during the second half of the summer term. 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.
- 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 has two Emotional Literacy Support Assistants (ELSA) who work under the direction of the SENDCo and Family Support worker 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 and 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 and reference to resources used in school such as the Zones of Regulation and Trick Box.
- The school has an Anti-Bullying Policy and takes all incidents of bullying seriously. Particular attention is given to the vulnerability of some pupils with SEND, and support is provided where needed to ensure that all pupils feel safe, valued and included.

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 (IBMP) 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, as well as the senior leadership team and the Home School Link Worker. Lateness and absence are recorded and reported to senior leaders. Where necessary, support can be provided through an incentive scheme where good attendance is actively encouraged throughout the school. The Home School Link Worker also completes monitoring of attendance levels in school every three weeks with the head teacher 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 Progress of Provision sheets 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.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children

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.
- The school's Accessibility Plan is available on the school website.

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 assemblies and break times with the Year 3 children in the summer term and explore the school site.
- 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, a Transition Partnership Agreement meeting (TPA) or EHCP review will take place when children transfer from one school to another. Staff from both schools will be invited to attend these meetings.

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

- The school allocates resources to support pupils with SEND. This includes staffing, interventions, specialist advice and resources to meet identified needs. Funding is used in line

with the school's budget and inclusion priorities and is allocated according to the needs of individual pupils. Additional funding provided through Education, Health and Care Plans (EHCPs) is used to support the outcomes and provision identified within those plans.

- Decisions about additional provision are made following discussion between the class teacher, SENDCo and senior leaders. Provision is reviewed regularly through pupil progress meetings and ongoing assessment of need.
- Resources may include staff deployment, intervention programmes, specialist equipment, training or advice from external agencies, 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, other interventions will be arranged.

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

- Interventions are monitored every term to assess progress.
- Progress of Provision sheets are reviewed at least termly to evaluate the impact of the provision in place.
- 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 than 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: information@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) How does the school support looked after children who have SEND?

- The school works closely with the Virtual School, social workers, carers and other professionals to ensure that looked after children with SEND receive appropriate support.
- The Designated Teacher for Looked After Children works to monitor progress and coordinate provision.
- Personal Education Plans (PEPs) and SEND support arrangements are reviewed regularly to ensure pupils achieve the best possible outcomes.

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~~ education, please contact the school office (01256 328252, office@hwjs.hants.sch.uk) 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.

Review

This SEND information report is reviewed annually.