



## Special Educational Needs Information Report 2025 - 2026

### **Aims of our provision in regards to pupils with special educational needs and/or disability**

Our vision is for a school that provides a quality education in a caring, creative environment conducive to learning. This motivates each child in a positive way and helps them to find interest, satisfaction, enjoyment and a sense of achievement in their schoolwork and a sense of wonder in the world around them.

We believe that children should be equally valued in school and develop this attitude through our core values; courage, friendship, honesty, effort, fairness and respect. We work hard to develop an environment where all children can flourish and feel happy, safe and secure.

We recognise the importance of quality first teaching and that at some stage some pupils require a more personalised approach to enable them to meet their potential. We recognise that for some pupils provision may need to be “additional to and different from” that provided within the adapted curriculum to better respond to the four broad areas of need:

1. Communication and interaction,
2. Cognition and learning,
3. Social, mental and emotional health,
4. Sensory/physical.

### **How does the school know if a child needs additional help?**

The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through normal classroom practice and observation. Class teachers regularly monitor and assess children’s learning and progress against National Curriculum descriptors and discuss this with parents/carers through a Learning Conference. We have a range of additional interventions to support children’s learning and development. Interventions have pre and post assessment measures and are used to measure impact and progress. Where a child requires provision beyond what is ordinarily available within the classroom and targeted learning is considered appropriate, we will work together with the family through a child centred

approach. This will take the form of a One Plan. (A school based document that supports Chapter 6 of the SEND Code of Practice). Where specific *strategies* are needed to support a child, a Learning Guide may be written.

Please contact the child's class teacher in the first instance if you have a concern.

All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENCo, outside agencies,
- ongoing assessment of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent/carer feedback on the quality and effectiveness of interventions provided through One Planning meetings,
- attendance and behaviour records
- SEND Learning Conversations
- Regular dialogue between SENDCo, class teacher, LSA and pupil.

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and increase their access to the taught curriculum.

#### **What should a parent/carer do if they think their child may have special educational needs?**

If parents/carers have concerns relating to their child's learning or inclusion they should discuss these with the child's teacher in the first instance. This may result in further discussion with the school SENCo, Mrs Joanne Arnold who is a qualified teacher and works on Tuesdays, Wednesdays, Thursdays and Fridays and can be contacted through the school office by telephone, 01206 572362.

Parents/Carers may also contact the Head Teacher, Mr Hutchings or Deputy Head, Mr Greateorex.

Parents'/Carers' views are important to the school. The school runs termly Parent Forums where one of these each term is dedicated to SEND.

#### **How will the school support a child with SEND?**

Action relating to SEND support will follow an assess, plan, do and review model:

1. **Assess** a child's special educational needs
2. **Plan** the provision to meet **the** child's aspirations and agreed outcomes
3. **Do** put the provision in place to meet those outcomes
4. **Review** the support and progress

Each pupil's education will be planned for by the class teacher as part of high quality teaching. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the class teacher or learning support assistants in class inline with Ordinarily Available. A Learning Guide may be written identifying specific *strategies* known to support a pupil. Examples of this might be using a coloured overlay, sitting on the end of a row in assembly, meeting a medical need or wearing ear defenders.

If a pupil's needs relate to more specific areas of their education such as spelling, reading, mathematics or literacy skills then the pupil may be placed in a small focus group. This may be run by the teacher or learning support assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the class teacher and SENCo to monitor the effectiveness of the provision and to inform future planning. This support is inline with Ordinarily Available which is the provision available to all pupils although not all pupils will need to access it.

If after a cycle of assess, plan, do, review it is felt that a pupil's needs are additional to and different from what is ordinarily available then a One Plan may be put in place. For pupils with SEND, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent/carer. The One Planning process involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil's needs are more complex, an assessment of educational, health and care needs may be undertaken by the authority and an Education Health Care Plan (EHCP) awarded. This is developed in collaboration with the family, child and as appropriate, other relevant professionals. For pupils with an EHCP, the provision provided will be reached in agreement with parents when the EHCP is being reviewed in an annual review.

#### **What kinds of special educational needs (SEN) provision is made at Hamilton Primary School?**

Pupils attainment is tracked using the whole school tracking system and those not making sufficient progress are identified very quickly. Pupil's emotional health and wellbeing may be tracked through documents such as the 6 Core Strengths or Let's Talk We miss You. All pupils are discussed in termly progress meetings between the classteacher and a member of the senior leadership team.

Additional action to increase the rate of progress put in place may include:

- Working With Lego
- Precision Learning Grids
- Teodorescu Handwriting (Write From The Start)
- Fine and gross motor skill activities
- Numicon or Number Stacks support
- Drawing and Talking
- Toe-by-Toe
- Provision recommended by Specialist Teacher Team

- Private Speech and Language Therapist
- Wellbeing Hub
- Play Therapy
- Access to the Sensory Room
- Soft starts into school and managed exits at the end of the day

Additional specialist equipment may be provided in the form of writing slopes, weighted blankets and snakes, pencil grips, move'n'sit cushions. Each class has its own Regulation Box.

#### **How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. An Environmental Checklist or Sensory Assessment Checklist may be used.
- These adaptations may include strategies suggested by the (SENCo) and/or external specialists.
- If it is considered appropriate, pupils may be provided with specialised equipment or resources and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

#### **How will my child and I be involved in discussions about my child's education?**

We believe in a child centred approach. For children who have additional needs, their thoughts and feelings, their parents/carers views and the views of the school staff and relevant professionals are taken into account when making decisions about their education. The child is always invited to attend their One Plan meeting and share their views.

Other opportunities for involvement maybe:

- One Planning meetings including outside agencies where appropriate
- Informal discussions with the class teacher and SENCo
- Learning Conference
- Pupil and Parent/Carer questionnaires
- SEND Learning Conversations
- Regular check-in with class teacher, LSA or child

#### **What training do the staff supporting children and young people with SEND undertake?**

In the last two years different members of staff have received training on:

- Supporting children in literacy and numeracy, Little Wandle (phonics) training and reading
- Attendance at the termly SENCo Update
- Diabetes Training led by the school nursing team
- Making Sense of Autism in Early Years
- ADHD Awareness
- Autism and Emotional Regulation (through SEND Station)
- PDA training (Local Authority)
- Inclusive Curriculum (through SEND Station)

In addition:

- The NHS Speech Language Therapist assesses progress through a video meeting and provides a support plan for pupils. These programmes are then delivered by the class based learning support assistant.
- The Governor with specific responsibility for SEND is Kathryn Reddick

### **What specialist services and expertise can be accessed by the school?**

Where appropriate we work with outside agencies to improve the provision available in school and to develop the skills of the adults supporting pupils with additional needs. We are currently supported by:

- Local Authority Inclusion Partner
- Speech and Language Therapy Service
- Private Speech and Language Therapist employed by the school
- Educational Psychology Team and Inclusion Partner
- School Nursing Team/Essex Wellbeing Service
- Community Paediatric Team
- Family Support Worker employed by the school
- Sensory Occupational Therapy providers, Jump Start and Aspire
- Play Therapist employed by the school

We will work with counselling services employed by parents/carers and provide a safe space for counsellors to meet with the parents/carers and the pupil in school.

### **How will parents/carers know how their child is doing?**

Parents/Carers are kept informed through

- Conversations either face-to-face, over the telephone or through a video call
- Learning Conference
- Parent Forums
- Termly meetings (One Planning, Team Around the Family meetings) to discuss specific targets
- Annual reports
- Results of parent/carer and pupil questionnaires
- Newsletters
- Home School liaison books

Additional opportunities to discuss their child's progress with the class teacher, SENCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success can be arranged through the school office.

### **How will parents/carers be helped to support their child's learning?**

- The class teacher or SENCo may suggest additional ways of supporting your child's learning alongside set homework activities.
- Outside agencies such as Speech and Language Therapists and Occupational Therapists may recommend activities for parents/carers to carry out at home.
- The school website, [www.hamiltonprimary.com](http://www.hamiltonprimary.com) includes the curriculum map for each term for each year group.
- Workshops run for the parents/carers such as, internet safety.
- Meet the Teacher meetings at the beginning of the academic year.

If you are unable to access advice/support for your child's learning, please contact the class teacher who will locate information and guidance for you in this area.

### **What support will there be for children's overall well-being?**

The school offers a wide variety of pastoral support for pupils. This includes:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- The school encourages children to adopt a Growth Mindset.
- Provision for children who require emotional support through Play Therapy or The Wellbeing Hub.
- Pupil voice is expressed through the School Council where each year group is represented by two elected class members.
- A Parents' Forum meets termly and aims to collect opinions and ideas that might further develop the overall wellbeing within the school.

- A pupil and parent/carer questionnaire is completed annually. Where areas are identified for improvement or development these will be incorporated into the school's development plan which is agreed and monitored by the governing body.
- The school reviews the Anti-Bullying Policy and Behaviour and Relationships Policy annually.

#### **How will my child's medical needs be met?**

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents/carers and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- A high proportion of school staff have received basic paediatric first aid training and this is kept up to date

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions (DfE) 2015 (updated August 2017) and identified in the Learners with Medical Needs Policy.

#### **How accessible is the school environment?**

Before a child with any disability joins Hamilton Primary School, a review of the facilities available will be carried out and reasonable adjustments will be made in order for the child to safely access the school.

The following adaptations have been made to the school environment:

- Yellow lines have been painted on slopes, shelving has been made more visible.
- There is a sloped entrance into the school building by the school office.
- There is a door release button inside and outside of the school reception at wheelchair height.
- There is a lift by the school office for access to the second floor.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- Table risers have been purchased so that a wheelchair can fit under a classroom table.
- An EVAC chair has been fitted.

For further information, please refer to our Accessibility Plan (statutory requirement) that describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

#### **How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective pupils' transition. These include:

- A planned introduction programme led by the Early Years team is delivered in the Summer term to support transfer for pupils starting school in September including a 'Stay and Play' session with new parents and their child.
- The SENCo may meet with new parents and nursery settings of pupils who are known to have SEND to ensure transition is planned and smooth.
- Additional meeting visits may be arranged for pupils and parents/carers between settings. This may take the form of a video call between school and home where pupils are unable to come onto site.
- If pupils are transferring from another setting during a school year, the previous school records will be requested immediately and a meeting set up with parents when appropriate.
- When a pupil leaves during the school year, all records are sent to the receiving school and they are required to confirm receipt of these.
- When pupils with SEND transfer to their secondary provision, a collaborative approach is taken to ensure that parents/carers and pupils views are shared with the receiving school so that the school can create a personalised transition plan for the pupil if needed.

#### **How are the school's resources allocated and matched to children's special educational needs?**

The budget allocation is agreed between our school and the Local Authority at the beginning of the financial year. How this money is used to support children with SEND is shown below. This is monitored by the Governing Body. Funding is used for/to:

- In class, adult or peer support aimed at increasing skills in a specific area of weakness (academic progress, learning behaviours etc)
- Out of class support (social and emotional wellbeing)
- Small group tuition to enable catch up (subject or targeted at additional need)
- Provision of specialist resources or equipment (use of ICT, sloping board, sensory equipment/resources etc)
- Access to targeted support
- Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
- Continual professional development for all staff
- Educational visits
- Up-to-date assessment tools
- Implementation of strategies from support agencies e.g. sensory occupational therapy

If a child has complex/severe special educational needs, we may also receive additional funding from the Local Authority to meet the agreed outcomes.

In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher/ SENCo or a member of the senior leadership team.



### Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact your child's class teacher, the SENCo, the Deputy Headteacher or the Headteacher through the school office on 01206 572362.

For complaints, please follow the schools complaints procedure, outlined on the school website or contact the School Governor with responsibility for SEND, who can be contacted via the school office.

Parents/Carers can call the Essex Child and Family Wellbeing Team (School Nursing Team) for advice and support on 0300 247 0015. This service is Monday to Friday 9am to 5pm. If your call is not answered, you are welcome to leave a message and your call will be returned.

Parents can call the Educational Psychology Helpline for advice on Mondays 1pm until 5pm number 01245 433293, term time only.

Parents, carers, children and young people can access information, advice and support on issues related to Special Educational Needs and Disability (SEND) from their local [SEND Information, Advice and Support Services](#) (SENDIASS) and also through the national helpline.

Essex SENDIASS Helpline: 0333 013 8913 (9am-4pm, Monday – Friday, term-time only) / email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

Contact Helpline: 0808 808 3555 (9.30am-5pm, Monday – Friday)

The Essex Local Offer is updated to reflect support that is available <https://send.essex.gov.uk/>

The following link provides an explanation of the EHCP process and the how the local authority in Essex supports SEND [Neurodiversity - Essex Family Forum](#)

Date reviewed September 2025

Date agreed by Governors