# Special Education Need and Disability Information

| | |
|---|---|
| Originated by: | K Allsopp |
| Ratified by Governors: | March 2026 |
| Review Date: | February 2027 |

## School Information

**Type of school:** Mainstream Infant School

**Age range:** 4-7 years old

**Number of pupils:** 270 approximately - 3 form entry

## Education Inclusion

At Hatch Warren Infant School we are inclusive of all children as we support all children to develop and grow, to meet their full potential. We focus on both academic and personal and social development with emphasis on the holistic wellbeing of the child. We have high expectations of all our children, we aim to achieve these through systems for early identification and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Children with Special Education Needs and/or Disability (SEND) are supported through quality first teaching through their class teacher, and where needed small group, 1:1 and specialist LSA support.

## How does the school know if children need extra help?

When your child is offered a place at Hatch Warren Infant School we will liaise with pre-school/ nursery or previous education setting. Before your child starts in reception the class teacher will carry out a home visit where parents can talk about their child's needs.

When your child is in school the class teacher will monitor, observe and assess them throughout the year. If there are any concerns these will be discussed with the year leader, then Special educational needs and disability co-ordinator (SENDCo). Concerns will also be discussed with parents or guardians.

If your child is identified as having any special educational needs or disability (SEND) then their needs will be met by our very caring staff. Any child with additional needs including higher attainders, handwriting needs, emotional support etc will have the provisions they need on a year group provision map.

If your child has an identified SEND and are on the SEN register they also have an IEP (individual education plan) or in case where a speech therapist in involved a speech report. The IEP's take the form of a yearly document that are reviewed every term or half term depending

on the child's need. This IEP is the school's way of tracking individual targets related to your child's specific learning needs. Your child's first IEP will be written and agreed by the SENDCo and the class teacher. You will receive a copy of the IEP via email. The IEP will be reviewed every term or half term and sent via email. This enables you to keep up to date with targets, progress and new targets being set. If your child has a speech program, we will work with the written program and will not write an IEP unless there are other targets needed.

## What should I do if I think my child has a special educational need?

If you are thinking about choosing Hatch Warren Infant School, please contact the school to talk with us so we can talk about the provisions we have available and if they match the needs of your child. After you have a place at Hatch Warren Infant School conversations can be had with their previous setting (pre-school or school) and their assigned class teacher at Hatch Warren Infant school. If your child will be starting in reception in the beginning of an academic year, preschool phones/ visits and home visit will take place before your child start.

If you have a child that is currently in school, firstly talk to the class teacher about your concerns. There is also parents evening termly which gives you the opportunity to speak to the class teacher. The class teacher will have conversation with the SENDCo. You can also contact the SENDCo directly using the school email parent.mail@hwis.hants.sch.uk or ring the school 01256 350313.

## How will the school support my child?

Firstly, through quality first teaching from the class teacher. The classroom teacher and support staff know the profile of their class and individual needs and learning activities are planned to match children's learning needs. The school environment is stimulating, supportive and with additional resources to help children with additional needs. In the classrooms the wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently. If your child has an EHCP arrangement will be made to meet the needs of the child, with resources, appropriately trained staff and support in small groups or 1:1 where needed. The staff have regular training on different aspects of SEND and there are also specially trained staff who will provide interventions. The school will also refer to outside agencies if they feel this is appropriate. These include paediatricians through PATCH, CAMHS, SALT, Occupational Therapy, Physiotherapy, EMTAS and Primary Behaviour Service.

The school can provide a number of interventions depending on the child's need.

- Sequencing/categories
- Name writing / recognition
- High frequency words
- SALT Writing Groups
- Daily Handwriting
- Handwriting/Letter formation
- Number recognition 10/20
- Precision teaching
- Auditory Memory
- ELSA
- Friendship/ sharing groups
- Social Skills FWN
- Talk group
- Fine motor skills (FMS)
- Gross motor skills (GMS)
- Bucket time
- Fun with Narrative

- Messy play
- Extra phonics
- Talk boost
- Language detectives
- Intervention room

## Who will oversee, plan, work with the children and how often?

The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. The SENDCo will oversee all support and progress of any child requiring additional support across the school.

There may be a Learning support assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

## Who will explain this to me?

The class teacher will meet with parents at least on a termly basis (this could be as part of parents evening) to discuss your child's needs, support and progress. If your child requires more information sharing, additional meetings can be made with the class teacher and SENDCo. If a meeting is required, you will be contacted by the school to set up a time and date. As a parent you can talk to the class teacher at the beginning and end of the school day, if a longer meeting is needed an appointment will be arranged.

## How is the decision made about what type and how much support my child will receive?

Your child's needs will be assessed and support will be tailored to their individual needs. The support available is through resources, LSA's, TA's and ELSA. The resources may change throughout the school year depending on the need of your child and the availability of resources. The leadership team will direct support in consultation with the SENDCo and class teachers.

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

Your child will be supported through high quality teaching delivered by qualified teachers, and learning support assistants. Within the school, staff, will be constantly involved in the best ways to support all pupils' needs. Work in class is differentiated so that all children are able to access the curriculum according to their specific needs. Differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the daily planning by the teacher. Additional support may be provided within a small group run by

the class teacher or a teaching assistant for a short period of time. A pupil may have a personalised individual programme run by a teacher or a teaching assistant which means they are withdrawn from class to follow a specific programme. If your child has an Education Health Care Plan, adaption to the curriculum will be made when required to support your child.

## How will I know how my child is doing and how you help me to support my child's learning?

Good two-way communication is vital within the school, which is why we believe in an open door policy where you are welcome to make an appointment to meet with either the class teacher firstly, and then SENDCo to discuss how your child is progressing. We can share advice with you and practical ways that you can support your child at home. We can also signpost you to outside agencies who may also be able to help and support you. As a school we hold a parents evening every term and send a written report home in the summer term.

If your child is on the SEND register they will have an IEP, which will have individual SMART targets. Children may move on or off the SEND register at any time in accordance with the progress they have made and this decision will always be made in discussion with parents. If your child has a more complex SEND they may undertake statutory assessment leading to provision of an EHCP. This will mean that you will be invited to more formal meetings involving external agencies to discuss your child's progress. If your child has an EHCP an annual review is completed annually, however one can be called earlier if needed or circumstances change.

## How are the school's resources allocated and matched to children's SEND needs?

As a school we look to identify SEND need, through observation and assessments needs. The class teacher, year lead, SENDCo, Deputy and Headteacher will then locate resources depending on need. We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. The budget is allocated on a needs basis. The children who have the most complex needs and have an EHCP have a budget/band from Hampshire SEN.

## How does the school know how well my child is doing?

As a school we measure children's progress in learning against the National Curriculum with age related expectations. This information is updated at least termly. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods including Foundation stage profile and National Curriculum related expectation. Children who are not making expected progress are picked up through review meetings with the class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

The IEP's will be emailed home to parents with the review of targets and new target set where needed. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. After the parents have received the IEP, the parent can request an appointment with the class teacher to discuss the IEP.

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

The school has a designated Emotional Literacy Support Assistant (ELSA) and Pastoral Support worker, who supports children who are identified as needing extra emotional support. ELSA can take the form of 1:1 or small group session depending on what the child requires and these sessions normally follow a 6 week program. If your child is finding school challenging a key adult or peer mentor may be used to help support them. The school has a School Council. These allow your child to have their ideas represented about the school, to the Head Teacher/ Deputy Head Teacher/ senior leadership team. Your child will also have school jobs and an area of responsibility to help build their independence and feel part of the school community.

Children who find "change" difficult are well prepared for any changes or transitions. When they are about to change class they are helped to make their own transition book, which they can revisit during the summer holidays. To promote positive friendships, we may use a 'circle of friends' or 'circle time' involving the whole class.

## 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. The school council are children voted for by their class peers from all year groups.

Children who have IEP's (Individual Education Plans) discuss and set their targets with their class teacher at least termly and usually more. There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry. Any child can ask to talk to any member of staff about anything they wish to discuss regarding home or school life. If the child has an EHCP their views will be taken into consideration at an appropriate level of their understanding.

## What specialist services and expertise are available at or accessed by the school?

The SENDCo attends the Hampshire SEN conferences and work as part of a cluster of Basingstoke schools who regularly meet to discuss and share ideas.

Additionally as a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Primary Behaviour Services; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists; occupational therapists; physiotherapists; Social services including - social workers, additional SEND equipment providers; Outreach from Maple Ridge; EMTAS (Ethnic minority and traveller service); Hampshire SEN advisory team, Teacher Advisors for physical disability, hearing, visual and computing as well as the Hampshire Educational Psychologists.

## What training have the staff supporting children with SEND had or currently having?

Hatch Warren Infant school has a designated SENDCo as well as trained specialist LSA. All staff will be part of in-school training for SEND. When needed and funding allows, staff are trained to support children's specific needs.

All staff, where budget allows are able to undertake any training necessary to aid pupil progress or any training they are interested in pursuing themselves. Many Year R and 1 staff have had Makaton Training to enable the staff and children to interact with children with very little speech. Some staff have had SALT training. Previously we received training from Primary Behaviour Service about the use of language, de-escalation and co-regulation, we have then used this training to support children in school. Last year we are having a focus on pre-verbal support from the Speech and Language team. This year we have and are part of the PINS (Partnership for Inclusion of Neurodiversity) project Hampshire led training.

Every year the SENDCo attends meetings run by the Hampshire SEND Team to update the school on any new training or support available as well as to share expertise with other schools.

We have a member of staff trained as an ELSA and pastoral support who receives regular support from our link Educational Psychologist and who attends any relevant courses such as grief counselling and storytelling therapy. We have a staff member who has received additional training in delivering Speech and Language programmes from trained therapists.

Staff have received training in supporting pupils on the Autistic Spectrum. A number of teaching assistants have worked with the behaviour support service on behaviour management strategies.

As a school we work closely with outside agencies that we feel are relevant to the individual child's needs within our school including School nurse, Primary Mental Health team, Primary Behaviour Support, paediatricians, occupational therapists, speech and language therapists, educational psychologists, EMTAS (Ethnic minority and traveller service) Social Services, the Locality Team. Outreach may be provided by Maple Ridge and Limington House Special Schools.

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

Our aim is that we include all children in all parts of the school curriculum and we aim for all children to be included on school trips. However, if there are concerns, from the teacher or parent, that the trip or event may not be suitable for your child a discussion will be had on an individual basis. We will provide the necessary support to ensure that this is successful. The company we hire our trip coaches from have wheelchair accessible seating in coaches. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. Any children with their own individual risk assessments will be specifically named in any risk assessments for excursions. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. PE lessons and Sports Day are adapted for children are able to take part in activities at the level suitable for them.

## How accessible is the school environment?

The school has multiple changes of level and many sets of steps within the building. Classrooms are on multi levels and the stairs are very narrow which makes it impossible to make the building completely accessible for wheelchair users or those with physical/mobility difficulties without extensive building works. Current access to the building is good with the exception of the library and Nightingale room, which are only accessible via steps or externally via a ramp. Level

access is available around the school site and to the school office, but only by prior appointment. We do have accessible toilets but they are not all suitable for wheelchair access.

One toilet is wheelchair accessible on the office level of the building. There is also a height adjustable changing bed in the room. Signage at the front of the school indicates access routes. Parents of pupils with physical disabilities that restrict mobility will need to visit the school site well in advance of the child's entry date to discuss and plan ways for access to the school to be achieved. Staff have manual handling training and most support staff have emergency first aid training certificates which we renew every 3 years.

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

We encourage all new children to visit the school prior to starting by attending the sessions we offer for children and parents in the summer term before they start. For children with SEND we arrange and encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current pre-school. We ensure that these children have personalised timetable to help them settle into school. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, typically to go to the Junior School, we arrange additional visits. As a staff, Year 2 teachers liaise with Year 3 teachers and hand over all information about children with specific additional needs of any kind. 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 (TPA) meeting with parents, current placement and next placement will be conducted, also paper work will be completed.

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, our rate of exclusions is low. After any behaviour incident we expect the child to reflect on their behaviour with an adult and to apologise for their behaviour. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. As a school we will seek training where appropriate and, if there are recurring behaviour difficulties, we will seek advice or consultation from Primary Behaviour Service (PBS).

Attendance of every child is monitored on a daily basis by the admin staff. Lateness and absence are recorded and reported upon to the Deputy Headteacher or a member of the SLT (Senior leadership team).

We use Dojo points throughout the school alongside regular praise and stickers to motivate the children.

## How will the school evaluate the effectiveness of its provision for SEN children?

If your child has a SEND they will be continually monitored against their targets on their Individual Education Plan (IEP), to ensure the correct provision is in place. Children may move off of the SEND register when they have made sufficient progress to do so. All children have summative assessments three times during the year. These assessments inform pupil progress meetings which are held termly. Also, specific interventions and progress are monitored to see whether they have been successful. The outcomes of pupil progress are shared with the Governing Body (all children remain anonymous) who are responsible for monitoring school improvement.

## How are parents involved in the school and how can I get involved in the school?

You are invited to two parent meetings a year, IEP's are reviewed three times a year and we hold parental engagement events each term. In these meetings and in whole school information meetings you will be given ideas on how to support your child at home.

## How does the school manage the administration of medicine?

The school has a policy regarding the administration and managing of medicines on the school site. (Supporting children with medical conditions – saved on the School website/copy in the school office). Parents need to contact the office staff if medication is recommended by Health Professionals to be taken during the school day (if they are required to have 4 doses per day or at specified times). On a day to day basis the staff generally oversee the administration of any medicines and parents need to sign a Hampshire medication administration form before we can give any medicine to children.

As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations e.g. Epilepsy, anaphylaxis, asthma and emergency medication. During school hours we have staff with a certificate in paediatric first aid. Due to a change in the Early Year Foundation Stage a paediatric first aider is present when the children are eating.

## How are the Governors involved and what are their responsibilities?

The SENDCo reports to the Governors every year 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.

There is a named governor who is in charge for overseeing the SEND within the school. The governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

## Who can I contact for further information?

- First point of contact would be your child's class teacher.
- You could also arrange to meet SENDCo.
- Look at the SEND policy on our website.
- Contact Hampshire SENDIASS https://www.hampshiresendiass.co.uk/
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

## How do I contact the SENDCo?

Telephone: 01256 350313 or email: parentmail@hwis.hants.sch.uk

## Who can I contact at school for further information?

Please talk with the class teacher, Head teacher or SENDCo contact the school for further information. Telephone: 01256 350313 or email: parent.mail@hwis.hants.sch.uk

## Information on where the local authority's local offer is published

Please click on the below link to find Hampshire's Local Offer. SEND Local Offer | Hampshire CTSH