ACE LEARNING

Special Educational Needs and Disability (SEND)

Hamstreet School Information Report

Date of ratification	**January 2025**
Date of review	**September 2026**

Introduction

At Hamstreet Primary Academy, we are committed to ensuring all pupils have access to an inclusive, nurturing and ambitious learning environment. This SEND Information Report outlines how we identify, assess and support pupils with special educational needs and disabilities.

This report is underpinned by key statutory documents and national guidance, including: - **SEND Code of Practice (2015)** - **Children and Families Act (2014)** - **Equality Act (2010)** - **Statutory Guidance on Supporting Pupils with Medical Conditions** - **Behaviour in Schools (DfE)** - **Suspension and Permanent Exclusion Guidance (2023)** - **Keeping Children Safe in Education (KCSIE)**

This report should be read alongside the school's associated policies: - Accessibility Policy - Equality and Diversity Policy - Medical Needs Policy - Safeguarding and Child Protection Policy - Behaviour Policy - Positive Handling Policy - Teaching and Learning Policy - Complaints Policy

These documents work together to ensure our provision is inclusive, equitable and consistent across the school.

What Are Special Educational Needs and Disabilities (SEND)?

A child has special educational needs if they have learning difficulties or disabilities that make it harder for them to learn than most other children of the same age.

Many children will have some form of additional need during their time in school. Most will overcome their difficulties quickly with the right support, but some may need longer-term help to achieve their full potential.

SEND can include:

- Learning difficulties – finding it harder than others to learn basic skills in reading, writing or maths.
- Social, emotional or behavioural difficulties – struggling to make friends, manage emotions, or follow routines.
- Specific learning difficulties – such as dyslexia or dyscalculia.
- Sensory or physical needs – such as hearing or vision impairment that affects access to learning.
- Communication difficulties – finding it hard to express themselves or understand others.
- Medical or health needs – where ongoing treatment or a condition impacts learning.

Every child is different, and the type and level of support they need may change over time.

Our Approach to Special Educational Needs and Disabilities

At Hamstreet Primary Academy, every child matters. We are proud to be an inclusive school where all pupils can learn, achieve and thrive. We support children with a wide range of special educational needs and disabilities (SEND), including:

- Difficulties with learning, such as dyslexia or global developmental delay
- Speech, language and communication needs
- Autism
- Physical difficulties or sensory needs
- Social, emotional and mental health needs

Some children have an Education, Health and Care Plan (EHCP), and others receive support through the school's own resources. We always aim to meet each child's needs and will seek specialist advice or training whenever needed.

Admissions for children with an EHCP are managed by the Local Authority. Our admissions arrangements do not disadvantage any child with SEND.

Who to Contact

SENCO: Mrs Hayes

- 28 years of teaching experience, including extensive work with children with a wide range of special educational needs and disabilities.
- Passionate about promoting equality, inclusion, and ensuring every child has the opportunity to reach their full potential.
- Joined Hamstreet Primary Academy in January 2025.
- Currently working towards the National Professional Qualification for SENCO (NPQSENCO).
- Experienced in supporting children with diverse and complex needs through personalised provision and collaborative teamwork.

Teaching Assistants: Several TAs, including Higher Level Teaching Assistants (HLTAs), are trained to deliver targeted interventions and support for pupils with additional needs.

External Professionals: We work closely with a range of external services when needed, such as Speech and Language Therapy, Educational Psychology, Occupational and

Physiotherapy, NHS medical professionals and the school nurse, NELFT (emotional and mental health support), and Social Services and Early Help.

You can contact the SENCO via the school office on 01233 732577 or by email at senco@ham-street.org.uk.

Mrs Hayes is also available on the school gate each Wednesday and Thursday morning for quick queries or to request an appointment.

Roles and Responsibilities

The SENCO

Our SENCO is Mrs Hayes. She:

- Works with the Headteacher and SEN trustee to lead the strategic development of SEND provision across the school.
- Has day-to-day responsibility for coordinating support for pupils with SEND, including those with Education, Health and Care Plans (EHCPs).
- Provides professional guidance to colleagues and ensures staff have the knowledge and confidence to support pupils effectively.
- Advises on the graduated approach to SEND support and ensures that pupils' needs are accurately identified and met.
- Oversees the deployment of the school's SEND budget and resources to ensure effective provision.
- Acts as the main point of contact for external agencies and services.
- Supports transition arrangements for pupils moving to new classes or schools.
- Ensures all records for pupils with SEND are kept up to date and are shared appropriately.

SEN Trustee

- Helps to raise awareness of SEND issues at trustee board meetings.
- Monitors the quality and effectiveness of SEND and disability provision in the school.
- Works with the SENCO and Headteacher to ensure the school meets its statutory responsibilities for SEND and equality.

The Headteacher

- Works closely with the SENCO and SEN trustee to determine the strategic development of the school's SEND policy and provision.
- Has overall responsibility for ensuring that all pupils, including those with SEND, make progress and receive high-quality teaching.

Class Teachers

- Are responsible for the progress and development of every pupil in their class, including those with SEND.
- Work closely with teaching assistants and specialist staff to plan, deliver and review support and interventions.
- Review each pupil's progress with the SENCO and parents and make adjustments to provision as needed.
- Ensure that all school policies, including the SEND policy, are followed in day-to-day teaching.

If You Think Your Child May Have Special Educational Needs

- Speak with your child's class teacher first.
- The teacher will share your concerns with the SENCO if needed.
- We will meet with you to discuss next steps and agree on the outcomes we all want for your child.

How We Identify and Assess SEND

Staff who have concerns about a child complete an Initial Concerns form, which is sent to the SENCo team. The SENCo will:

- Observe the child and meet with staff and parents
- Review what support has already been tried
- Decide on next steps, such as extra support in class, specialist advice, or further assessment

We use a range of tools to understand a child's needs, including:

- Speech and Language Link assessments
- LUCID COPs / LASS Juniors (for dyslexia screening)
- Boxall Profile (for social and emotional needs)

Where necessary, we may also request support from specialists such as Educational Psychologists or Specialist Teachers.

Supporting Children's Learning

We believe high-quality teaching is the foundation of effective SEND support. Teachers adapt lessons and the classroom environment to meet individual needs.

Resources and the Mainstream Core Offer

We provide a range of resources and adaptations as part of our core offer to meet the diverse needs of our pupils. These include:

- Access to three sensory spaces for regulation and quiet time.
- Quiet workstations available in and near classrooms.
- Alternative seating options such as Zuma chairs, yoga balls, wedge cushions, stools, and wobble cushions.
- A wide range of visual supports, including timetables, choice boards, Now/Next cards, task-management boards, and organisational aids.
- Communication aids to support expressive and receptive language.
- Ear defenders and sound regulation tools.
- IT hardware and software to support recording of work and promoting independence.
- Concentration tools such as fidget resources, timers, and task prompts.

This is not an exhaustive list. Our resources are regularly reviewed and adapted to meet the changing needs of pupils across the school.

We also provide extra interventions such as:

- 1:1 or small-group sessions for reading, writing and maths
- Speech and language support groups
- Lego Therapy
- Fizzy / Clever Hands (motor skills) programmes
- Memory games
- Emotional Literacy groups
- Talk and draw sessions
- Learning Mentor support

Deciding on Support

Every child's progress is reviewed three times a year. If a child is not making expected progress, even with quality teaching, we put additional support in place.

If progress remains limited, we may:

- Complete more detailed assessments
- Create an Individual SEN Plan with clear targets and strategies
- Involve specialist professionals

We will always involve you in these decisions and share the outcomes of any assessments.

The Graduated Approach

At Hamstreet Primary Academy, we follow the graduated approach set out in the SEND Code of Practice (2015) to ensure that every child receives the right level of support at the right time.

This approach is a continuous cycle of:

- Assess – Understanding each child's needs through observation, assessment, and discussion with parents and staff.
- Plan – Agreeing clear outcomes, strategies, and support with parents and the child.
- Do – Putting the agreed support into action through high-quality, targeted teaching and interventions.
- Review – Evaluating the impact of the support regularly and adjusting it where necessary.

This ongoing process helps us to identify what works best for each child and to adapt support as their needs change over time. Parents and pupils are fully involved in every stage of this process.

Waves of Need and Provision

Through the graduated approach to SEND we organize support into four waves:

Wave 1 – Identified Need with Minimal Impact

- Pupils make expected progress with high-quality teaching.
- Minor adaptations made within class.
- Needs monitored but do not significantly affect daily learning.

Wave 2 – Emerging Needs Requiring Targeted Support

- Progress slower than expected.
- Targeted small-group or short-term interventions.
- Increased adaptation and scaffolding.
- Additional informal assessments may be used.

Wave 3 – Significant Needs Affecting Daily Learning

- Child is added to the school SEN register

- Needs require personalised provision
- Regular intervention and external agency involvement.
- Individual SEN Plan in place with termly reviews.
- May require specialist assessments.

Wave 4 – Complex and Persistent Needs

- Significant impact on daily access to learning.
- Little or no progress despite sustained interventions.
- Multi-agency involvement.
- Requests made for a Local Authority Needs Assessment (EHCP).

The SEN Register

If a child needs provision that is additional to or different from what is ordinarily available through high-quality teaching, as described in the SEND Code of Practice (2015, section 6.15–6.37), they will be added to the school's SEND Register.

- Being on the SEND Register means the school recognises that your child has a special educational need and requires targeted support.
- The SEND Register is fluid – children can move on or off it as their needs change.
- When a child makes good progress and no longer needs additional provision, they will be removed from the register, but their progress will continue to be monitored.
- Parents are always informed when the school considers placing a child on, or removing a child from, the SEND Register.
- The decision is based on evidence from assessments, progress data, observations, and professional discussions with parents or carers.

This process ensures that the support your child receives is appropriate, flexible, and based on their current level of need.

Evaluating the Effectiveness of Teaching and Interventions

We rigorously monitor and evaluate the impact of our SEND provision using:

- Termly pupil progress meetings between class teachers, senior leaders, and the SENCO.
- Entry and exit assessment data for targeted interventions.
- Pupil voice to reflect how children feel about their progress and support.

- Classroom observations to monitor high-quality teaching and inclusive practice.
- Analysis of behaviour logs, incident records, and attendance data
- SEN Plans are reviewed three times a year with input from parents, staff, and pupils.
- Children with EHCPs have an annual review with all professionals involved.

This ensures that support remains effective, evidence-based, and responsive to pupil needs.

Inclusion and Participation in School Life

We are committed to ensuring that every pupil with SEND is fully included in the life of the school. This includes:

- Access to Breakfast Club and After-School Club.
- Opportunities to attend extra-curricular clubs, including sports, arts, music, and enrichment activities.
- Participation in school trips, residentials, performances, and events.
- Representing the school in sports teams and competitions, where appropriate.
- Additional adult support is provided when needed to ensure safety and access for all pupils.

For pupils on a reduced timetable, we ensure careful planning so that their access to the full curriculum is maintained wherever possible. Adaptations may include: - Adjusting the class timetable. - Prioritising core and enrichment subjects. - Providing adult support to enable participation in trips and off-site activities.

Supporting Emotional Wellbeing

- PSHE lessons and circle times
- Learning Mentor support
- Access to SEMH specialist teachers
- NELFT emotional wellbeing Team – class sessions and individual family support
- Referrals to Young Healthy Minds, CAMHS, or Young Carers if needed
- A calm space for pupils to use when they feel overwhelmed

Staff Training

- Safeguarding, Prevent, and the SEND Code of Practice
- Autism awareness, sensory circuits, emotion coaching, dyslexia, Fizzy and Clever Hands

The SENCO provides regular in-house training and sessions for teaching assistants.

Accessibility

- A fully equipped care suite with hoist and treatment bed
- Accessible ramps and dropped kerbs
- Disabled parking bays
- Visual aids (coloured boards, stair markings)

Working with Parents

- Individual SEN Plans are shared with parents three times a year.
- Parents of children with EHCPs are invited to annual review meetings.
- Information is always shared in a way that is clear and accessible.

Pupil Voice

At Hamstreet Primary Academy, we believe that children should be active participants in decisions about their education. We gather pupil voice in a variety of ways, including:

- Contributions to their Personalised SEN Plans, where pupils share their strengths, worries, and goals.
- Pupil voice questionnaires to understand their experiences of learning, friendships, and wellbeing.
- EHCP Annual Review contributions, including pupil views forms, drawings, or recorded statements.
- Informal conversations with trusted staff.
- Participation in behaviour plan reviews and individual support planning.

We value children's perspectives and use this feedback to shape provision, improve support, and ensure pupils feel heard.

Transition Between Classes and Schools

- Visits and meetings take place before a child joins us from preschool.
- Transition packs with photos and key information are provided to support settling in.
- For children moving to secondary school, the SENCO and class teacher share all relevant information and may arrange additional visits if needed.

Looked-After and Previously Looked-After Children

Mrs Bolton is our Designated Teacher for looked-after and previously looked-after children. Support for these pupils includes:

- Termly Personal Education Plan (PEP) meetings.
- Close coordination between SEN support and PEP targets.
- Access to therapeutic interventions such as counselling, mentoring, or emotional wellbeing programmes.
- Use of Personal Education Budgets to fund specialist support, resources, or tutoring where appropriate.

Making a Complaint

- Speak first to your child's class teacher.
- If the issue remains unresolved, contact the SENCO or Head of School.
- Follow the school's Complaints Policy if further steps are needed.

Parents may also appeal to the First-tier Tribunal (SEND) if the issue relates to disability discrimination.

The Kent Local Offer

Kent County Council's Local Offer provides information about services and support available for children and young people with SEND (0–25 years): www.kent.gov.uk/education-and-children/special-educational-needs

If you do not have internet access, please ask the SENCO for help accessing this information.

You may also find these services helpful:

- Information, Advice and Support Kent (IASK): Free, confidential advice for families and young people.
- Kent PACT: Parent forum representing families of children with SEND.
- SEND Information Hub: Local activities, support groups, and resources.

Email for the SEND Information Hub: yourvoice2@kent.gov.uk

Contact Us

Hamstreet Primary Academy SENCo

Phone: 01233 732577

Email: senco@ham-street.org.uk

Mrs Hayes is available on the school gate each Wednesday and Thursday morning for quick queries or to request an appointment.