Hale Primary School
(Forest Edge Learning Federation)
Special Educational Needs and Disabilities Information 2026-27

Our Vision

We aspire to be a flourishing family of learners who grow into confident, caring and responsible members of our communities, making a positive contribution to our world.

Educational Inclusion

Hale is a mainstream primary school that provides an inclusive education for all its pupils. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Who would be the best people in school to talk about any concerns I might have about my child?

We pride ourselves on building positive relationships with parents. We are open and honest and hope that you are able to do the same with us.

The first person to contact is your **child's class teacher**. They are responsible for;

- Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking the progress that your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc) and sharing this with the SENDCO as necessary.
- Liaising with the SENDCO when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies.
- Planning, sharing and reviewing Individual Support plans, with parents at least once every term.
- Ensuring all staff working with your child in the school are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND

If your child is due to start at our school you should contact the **SENDCO – Miss Sarah Newman** or **Mrs Tracy Allen, Executive Headteacher.**

They are responsible for:

- Co-ordinating the support for children with special educational needs and disabilities (SEND) and developing the Federation's SEND policy to make sure all children get a consistent, high quality response to meeting their needs.
- Ensuring that you are:
  - Involved in supporting your child's learning.
  - Kept informed about the support your child is getting.
  - Involved in reviewing how they are progressing.
  - Part of planning ahead for them.
- Liaising with all the outside agencies who may be coming into our Federation to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist, outreach support etc
- Updating the Federation's SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND) achieve the best possible progress while they are here.
- Organising and facilitating annual reviews for children with an Education, Health, Care Plan.

Other staff with responsibility for your child would be:

Executive Headteacher - Mrs Tracy Allen
She is responsible for:

- Ensuring the Governing Body is kept up to date with issues in the Federation relating to SEND.
- Appointment of staff.
- All staff having the highest possible expectations for your child and all pupils in their class.
- Ensuring school attendance at annual reviews for children with an Education, Health, Care Plan.
- The day to day management of all aspects of the school, including the support for children with SEND and ensuring, through the SENDCo and class teachers, that your child's needs are met.
- Ensuring that the SENDCO has the support that she needs to meet the requirements of her role.
- Mental Health and wellbeing.

SEND Governor - Mrs Jean Palumbo
She is responsible for:

- Making sure that the school has an up to date SEND policy which is being followed.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children.
- Making sure that the necessary support is made for any child who attends the school with SEN and / or a disability.
- Making visits to understand and monitor the support given to children with SEND and being part of the process to ensure your child achieves his / her potential.

How will the school let me know if they have concerns about my child?
At Hale we see education very much as a partnership between the school and home. It is our aim that the shared responsibility of learning, care and discipline will result in a close liaison, with families and the school working together so the class teacher will contact you if there are any concerns regarding your child, whether they are social, emotional or academic. Moreover, every term class teachers meet with the Executive Headteacher and Executive Deputy Head Teacher to discuss the progress children are making within their class. When a concern over progress is highlighted the class teacher will discuss this with you. Initially this may be at a parents' evening or they may ask to meet with you at the end of a school day. (Lack of progress can be due to a variety of reasons and need not mean your child has a special educational need.) They will discuss with you strategies and interventions they could adopt and suggest how you can support your child at home.

How will Hale school support my child with identified SEND starting at the school?
Before your child comes to Hale we will invite you to visit with them to have a look around. We will also arrange for you to meet with the SENDCO to discuss your child's specific needs. If other professionals are involved we may contact the other professionals to discuss your child's needs and appropriate strategies in order to ensure the provision is put in place before your child starts. You might be invited to a meeting with the SENDCO and/ or Class Teacher to discuss the planned provision with you. Class teacher, SENDCO or Executive Headteacher might visit their previous educational setting in order to discuss successful strategies with them and any transition plans that need to be put into place.

What are the areas of special educational need you might have concerns about?
The SEND code of practice identifies four different areas of need as listed below:
(Area of need explanation is taken directly from the SEND Code of Practice 2014)
Communication and interaction
Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they

do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social

communication at different times of their lives. Children and young people with Autism Spectrum Condition (ASC), including those who are high functioning, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as autism spectrum disorder, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What are the types of support available for children with SEND at this school?

Quality first teaching is available for all our children. This includes differentiation and allowing for different learning styles and making necessary adjustments - this includes the use of visual timetables, providing a dyslexia friendly classroom, setting clear rules and expectations, emotional check ins, using practical resources, using targeted questioning and visual prompts. All children will get support that is specific to their individual needs.

The Roots Curriculum is our whole school community approach to teaching our children social, emotional and behavioural aspects of learning. Our Roots curriculum has been designed specifically to support and promote strong foundations for social, emotional and behavioural development and will teach the children the specific skills they need to pave a way towards a lifetime of success, fulfilment and happiness in an inclusive society. The curriculum promotes positive behaviours, emotions and relationships for all children. It encompasses our school values, PSHE objectives, growth mindset, no outsiders, wellbeing resources and the Hampshire 6 strands of behaviour. We have a whole school focus for each half term. Boundaries, respect, self regulation, resilience, focus and independence.

The SEND Code of Practice has two levels of additional support, these are;

- SEND support
- Educational, Health and Care plans (EHCP)

SEND support – for those children where quality first teaching approaches have not been sufficient to meet the child/young person's needs and they require more focused, targeted support.
Children receiving SEND support may attend specific timetabled interventions either on a 1:1 basis or in a small group. e.g. group work on specific skills such as additional phonics or maths, Roots group or ELSA. For a few children more specialist advice may need to be sought which could include advice from a speech and language therapist, an educational psychologist, outreach support, an occupational therapist or CAMHS. Children on SEND support will be placed on a support plan which allows teachers, children and parents to set targets, using an assess, plan, do, review model.
EHCP - for those children who require support that is beyond what can be provided at SEND support level.

How does the school seek specialist advice/assessments?
As part of the 'Assess, Plan, Do, Review' process we might suggest making a referral to a specialist service when the interventions we are using in the school are not making a significant enough difference to your child's progress. The specialist professionals will work with your child to understand their needs and make recommendations, which may include;

- Making changes to the way a child is supported in class e.g. some individual support or changing some aspect of teaching to support them better.
- Support to set better targets which will include their specific expertise.

We will always discuss these services with you and seek your permission to make the referral. The following services are available to our school;

Educational Psychologists (EP)

This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising, or doing.

Speech and Language Therapist (SaLT) (part of Solent Children's Therapy Services)

This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.

Child and Adolescent Mental Health Service (CAMHS)

This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.

CAMHS is a multi-disciplinary service with teams made up of nurses, therapists, psychologists, child and adolescent psychiatrists, support workers and social workers, as well as other professionals. They will assess your child's needs and refer to professionals such as a Community Paediatrician who may make a diagnosis of a specific disorder such as – Autistic spectrum condition or Attention Deficit Hyperactivity Disorder.

Solent Children's Therapy Services

This service provides support for children who require access to Occupational Therapy, Physiotherapy, and Speech and Language Therapy. Schools can refer children to these services who in turn will provide advice on how best to support your child's needs.

Outreach support

The specialist placements in the area – Forest Park and Wolverdene - provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies we might be able to implement for specific needs.

School nursing team

The school nursing team works with school staff and parents to give advice and support. They can refer children to the relevant services to help with a range of conditions such as toileting or sleeping problems. The school nursing team can also provide support with creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.

Local Authority Services

Hampshire County Council offers a Specialist Teacher Advisory Service covering areas such as Communication and Interaction, Sensory Impairment (visual and hearing), and Physical Disability and Assistive Technology. Each area has specific criteria for referring children and the SENDCo can support you in discussing which service may help your child depending on their specific needs.

Primary Behaviour Support

The Primary Behaviour Service works alongside mainstream schools such as ourselves to support your child in removing barriers with their behavioural and emotional well-being. This service is for children who do not have an EHCP but require additional support to meet their behavioural and emotional needs.

What training will the staff who support children with SEND will have had or are having?

At Hale we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. We try to keep staff as up to date with training as possible to ensure that we are all able to adapt our teaching to suit the needs and learning styles of all children. When a new member of staff joins the school we ensure they understand the systems we use and they are given information about the children they are working with. Advice and support comes from other staff, the SENDCO and Senior Leaders within the school and specialist advice is sought from the Specialist services available to us. Should further training be necessary this will be organised as soon as it is possible to ensure they have the skills necessary. The senior leadership team within the school are constantly moderating needs and where an area of concern is highlighted whole staff training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed.

How is this extra support allocated to the children?

The school is allocated funding for Special Educational Needs and this provides the resources needed, including additional support staff, specialist services, equipment and training. At Hale we have a team of teaching assistants who work across the school supporting children individually or in small groups and delivering specific interventions to those children who require it. We also have a trained ELSA teaching assistant who works with children on their emotional literacy.

During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of your child's needs increases. Where expected progress is not being achieved, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of your child, the school or parents could consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' (SEND Code of Practice, 2014)

As a parent of a child with SEND how will I be involved and kept up to date with my child's progress?

We value the support and knowledge of our parents and we know that if home and school work together your child has a better chance of reaching their potential. Your child's teacher will meet with you on a termly basis to discuss their progress and their support plan. During this meeting we will discuss their progress, any on-going concerns and the next steps in supporting your child. This is a partnership and for your child to make the best progress you will be asked to contribute with supporting tasks at home. Between meetings any changes in circumstances or new information should be shared with/by the class teacher. You will usually be invited to meet with

any specialist services invited to work with your child. Moreover all children receive a yearly academic report. Twice a year, all parents are formally invited in for a parent consultation with their class teacher, when your child's progress will be discussed. If your child has an EHC plan, then once a year you and all the professionals involved with your child are invited to an annual review to discuss previous targets and set new ones.

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

We are a small school that prides itself on good communication and relationships with parents. Our pastoral care is good with teachers, executive headteacher, executive deputy headteacher and SENDCo all available should parents have concerns. As we are a small school, teachers know the children well and staff are briefed about children's needs and how best to support them.

Children are taught about bullying and its impact and are encouraged to show compassion and understanding to their peers. We have three core school values: Friendship, Respect, and Positivity, which underpin all that we do as a school community. Inclusivity is a high priority at our school and we have an Emotional Literacy Support Assistant who is available to meet regularly with children to support their wellbeing.

What support do I receive as the parent of a child with an SEND?

At Hale school the class teacher, SENDCo or Executive Headteacher are happy to discuss any queries you may have and offer what support they can in addition to your child's special educational needs. They are available to talk through any concerns or family situations you need support with at home.

We also host regular drop ins for parents/carers where the SENDCO and Executive Headteacher are available to discuss any concerns that you might have or just be a listening ear.

SENDIASS is available to support you too. SENDIASS stands for Special Educational Needs and Disabilities Information, Advice and Support Service. This service is a free, confidential and impartial service for children and young people with SEND and their parents and carers who live across Hampshire https://www.hampshiresendiass.co.uk/

How will you support my child when they are leaving the school or moving into a new class?

At Hale school we understand the importance of preparing children for all types of transition including within the school as they move classes and especially when changing Key Stage or school. In order to do this we:

- Provide opportunities for your child to visit their new class/academy before most children have this opportunity.
- Create a social story for them to take home about their new class for you to share with them, especially if the change happens after a holiday.

- Provide opportunities for them to talk through their feelings, both fears and expectations.
- Ensure, where possible, they meet with some other children they will transition with.
- Provide an opportunity for you to meet with their new teacher if you would like to, we can visit the new academy with you or provide information about who to contact if you would prefer.
- The class teacher will provide information to your child's next teacher/school about the successful strategies, interventions, and equipment needed for your child to have the best opportunity at success in their new class / school.

How accessible is the school environment?

When necessary, families will be fully included in the process of transition and securing appropriate provision. We will make all reasonable adjustments to ensure accessibility within the constraints of the listed building status of the school.

We aim to be as inclusive as possible. The school has been modified within the constraints of the site. Most of the building is wheelchair accessible. We have disabled toilet facilities to support children with personal care needs. We always liaise with parents to ensure their child is able to access all aspects of the curriculum in a way that is safe and enjoyable for them.

Who can I contact for further information?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Miss Sarah Newman, our SENDCo. Miss Newman can be contacted through the school office.
- Look at the SEND policy on our website
- Contact Special Educational Needs and Disability Information, Advice and Support (SENDIASS) Service https://www.hampshiresendiass.co.uk/
- Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/

Who should I contact if I am considering whether my child should join the school?

Contact the school Admin office on **01725 510436** to arrange to meet the Executive Headteacher, Mrs Tracy Allen, who would willingly discuss how the school could meet your child's needs.

What is the purpose of this report?

This information report has been written as required by Section 65 (3)(a)of the SEN (info) Regulations and links to the Local Authority local offer, which is available online at

Hampshire's Local Offer for Special Educational Needs and / or Disabilities

Consultation with parents and children has taken place at county and school level. It has been approved by the Governing Body of our school and responsibility for its regular review has been delegated to the SEN Governor.