

Hook-with-Warsash C.E Academy



Special Educational Needs Information Report

Signed:

Chair of Governors _____

Headteacher _____

Reviewed: December 2025

Date to be Reviewed: December 2026

Statutory Review Period: Annual

"Let Your Light Shine"

To provide an inspirational environment based on Christian values where individuals can excel and flourish academically, socially and emotionally, preparing them for life's journey.

Special Educational Needs Information Report

Clause 65

1. The kinds of special educational needs for which provision is made at the school.

Hook with Warsash C of E Academy is a mainstream setting where children come first. We aim to provide the best possible education for every child within a caring environment. We are committed to ensuring equality of education and opportunity for all children. We believe that all children should have access to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. All of our teaching staff are committed to providing 'quality first teaching' to allow all children to reach their potential within every lesson. However, at times a child may require additional support beyond this practice. This report outlines how we aim to support these needs in the following areas:

- Cognition and Learning: General and Specific Learning Difficulties
- Social, Emotional and Mental Needs
- Speech, Language and Communication Needs
- Physical Disabilities
- Hearing Impairment
- Visual Impairment
- Autistic Spectrum Disorder

2. Information about the school's policies for the identification and assessment of pupils with special educational needs and /or disabilities (SEND).

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs and/or Disabilities (SEND)?

At Hook with Warsash C of E Academy, children are identified as having SEND through a variety of ways, including the following:

- Transfer and liaison from pre-school or previous school.
- Teacher observations - if a child is performing well below age expected levels in class.
- Concerns raised by a teacher if a child's behaviour or self-esteem is affecting performance.
- Results from school assessments, indicating if a child is not making expected progress
- Concerns raised by parents or carers.
- Liaison with external agencies and professionals.
- Health diagnosis through a paediatrician or parental contribution.

How will I raise concerns if I need to?

As a school we pride ourselves on building open, honest and positive relationships with parents. We ask that if you have any concerns you speak to your child's Class Teacher. Information will then be passed to the school's Special Needs Co-ordinator (SENCo): **Mrs Zoe Hine**, and following further analysis agreed assessments may be carried out. This will enable appropriate in-house support to be organised, or the gaining of advice from external agencies if necessary.

3. Information about the school's policies for making provision for pupils with Special Educational needs and/or disabilities including:

(a) How the school evaluates the effectiveness of its provision for such pupils.

How will I know if your support has made an impact?

Children with SEND have their progress tracked using regular assessment from the class teacher. Specific interventions given to support their learning is co-ordinated by the Class Teacher and the Special Needs Co-ordinator (SENCo), and progress is also documented by the Learning Support or Special Needs Assistant (LSA/SNA), who is delivering the intervention. Progress is measured and tracked by the SENCo to assess and evaluate its impact. Children will also have individual learning targets. These are evaluated at least every term and more frequently if necessary. Parents will be given a copy of these targets and will have the opportunity to discuss them with the class teacher if they wish.

Meetings are held each term between the SLT to discuss the progress of all pupils including children with SEND and changes made if needed.

We have an 'open door policy' where you are always welcome to book an appointment to see your child's class teacher at any time. There are two formal Parents Evenings each year. In addition to this you may arrange to meet the SENCo to discuss any concerns.

If you would like to help your child at home, please contact the Class Teacher and SENCo. We can offer advice and practical ways that you can support your child.

(b) The school's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs and/or Disabilities.

**How will both you (the School) and I (Parent) know how my child is doing?
How will you help me to support my child's learning?**

As a school we measure children's progress in learning against National and age-related expectations. We track children's progress from entry at Yr R through to Yr 6 using: teacher assessment; the Early Years Foundation Stage Profile; summative assessments in Y 3-6 age related reading and spelling assessments; end of Key Stage 2 SATS.

Any additional support given to a child is documented by the Class teacher and LSA/SNA who is delivering the programme. Progress is monitored and tracked by the SENCo and Class Teacher and measured against National expectations and age related expectations.

If your child has an Education, Health and Care Plan there will be a formal meeting, or Review, at least annually to discuss your child's progress. A report will be written and shared with the SEN team at Hampshire County Council.

We hold two formal Parents Evenings a year, where you can discuss your child's progress and targets with their class teacher, as well as discussing ways you can support your child at home in order to achieve these targets. Parents also receive two written reports each year, outlining your child's progress and attainment.

(c) The school's approach to teaching pupils with SEND

How will the school staff support my child?

- Our SENCo oversees all support and progress of children requiring additional support across the school.
- The Class Teacher will oversee, make adjustments and work with each child with SEND in their class to ensure that progress in every area is made.
- Individual targets are written and reviewed at least every term for all pupils on the Special Educational Needs and/or Disabilities (SEND) register; these identify specific areas of need; they outline who will work with your child to meet these; the frequency of the intervention and the anticipated outcomes.
- A Learning Support Assistant or Special Needs Assistant may work with your child, individually or within a group, if this is seen as necessary to assist their learning. We strive to promote independence for all children. Therefore alongside this adult scaffolding and adjustments will be provided to encourage their independence and promote high self esteem.
- Interventions will be recorded and their effectiveness reviewed regularly. Pupils' progress is continually monitored and interventions will be re-evaluated if necessary to ensure their effectiveness.
- Outside agencies and professionals may be contacted to offer assessment and advice to staff if necessary, to help your child in certain areas.
- The SENCo meets with the governor responsible for SEND on a regular basis. Both the SENCo and the SENCo Governor report back to the governing body each half term on all aspects of SEND within the school.
- In accordance with our Safeguarding Policy, we understand the importance of the welfare of our children.
- Children's well-being and mental health is highly promoted.

(d) How the school adapts the curriculum and learning environment for pupils with SEND

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

Adjustments within class are made at an appropriate level, so that all children are able to complete tasks while still being challenged. Learning outcomes are personalised, so that all children can achieve. Children with SEND will therefore have tasks scaffolded if necessary which will enable them to access the curriculum. This could be through adapting the activity, or by using appropriate resources, and at times an LSA/SNA or the class teacher will work on a 1-1 basis with your child, or within a small focus group.

Needs are individually assessed and upon advice by the SENCo, classroom and school environments can be adapted to help a child where necessary.

(e) Additional Support for learning that is available for pupils with SEND

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

As our SEND Policy states, we follow Hampshire's criteria for SEND, which is termed as "SEN Support". In a small number of cases, a child could meet the criteria to be referred for an Education, Health and Care Plan (EHC). This will document a specific support structure that your child may be entitled to. The level of support differs according to the specific needs of the child.

The SEND budget is allocated by Hampshire county Council each financial year. The money is used to provide additional support or resources dependent upon need. Resources may include deployment of staff depending on individual circumstances.

The SENCo audits the provision and resources available to support SEND.

Some children may qualify for additional time or support in SATS in Year 6. There is specific criteria provided for this by the DfE and Year 6 staff will apply for this if a pupil is deemed to meet these.

Pupil progress is tracked termly, and progress meetings are held between the Headteacher, Deputy Headteacher, your child's Class Teacher and the SENCo to discuss individual children's progress and next steps. Different children will require different levels of support at various times of their schooling, in order to accelerate progress and bridge any gaps to achieve age-related expected levels. The SEND register is a fluid document, and children can come on and off the register as their learning develops.

(f) Support that is available for improving the emotional and social development of pupils with SEND

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

At Hook with Warsash, we are a caring team and our primary concern is for the well-being of the whole child. Indeed our School Values reflect this acutely: Love, Independence, Growth, Happiness and Trust. Children's self-esteem and well-being are paramount to their education and ability to learn and achieve their full potential.

Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class. However, if further emotional support is required to help your child, we have two qualified Emotional Literacy Support Assistants (ELSA), one of whom is also trained as a TALA (Therapeutic Active Listening Assistant) who works under the direction of the SENCo and Head teacher with individual children. The emotional support they receive is dependent upon need, and its impact on the child's well-being is reviewed regularly.

Please speak to the Class Teacher if you think this would benefit your child. We also have a Mental Health First Aider who works with individual children as needed.

We promote high expectations of behaviour, and we use positive behaviour systems to demonstrate this. Please see our Behaviour policy.

Along with advice from our SENCo, it may be necessary for outside involvement to help your child, for example from the Behaviour Support Team and the Child and Adolescent Mental Health Service (CAMHS). If you feel your child may need this support please speak to the SENCo for referral guidance.

Children at our school have a voice through the School Council. All children are welcome to put themselves forward for this role, regardless of any need.

Pupils with medical needs:

At Hook with Warsash we believe all children should be able to participate in all activities and access all areas of the curriculum, regardless of any medical condition. The school produces a directory (with photos) of children with medical conditions that is available for staff, outlining any health care recommendations and guidelines for individual children. These are available within all classrooms as well as in the First Aid room. This directory is updated regularly.

Staff receive training for certain medical conditions when required, and if a child has a medical condition, a protocol is compiled and this is shared with all staff who work with the pupil. We liaise closely with health care professionals who care for the child, and with the school nursing team who give staff advice and can arrange specific training.

First Aid Training

The school has a First Aid Policy and Medical Care Policy regarding the administration and managing of medicines on the school site. These are reviewed regularly by the First Aid Warden and Headteacher.

Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, as it can only be administered after a medical form has been signed and received by the school. The responsibility for the administration of non-prescribed medication such as Calpol lies with the parents and again relevant forms have to be completed detailing when the medicine should be taken.

School trips and off-site activities

We aim for all children to be included on school trips and activities outside the classroom. If necessary additional support will be discussed with parents, and provision will be put in place. A risk assessment is carried out prior to any offsite activity to ensure everyone's safety. If an activity is deemed unsafe for your child to participate in, an alternative activity, which covers the same curriculum area, will be provided.

4. The name and contact details of the SEND co-ordinator.

In the first instance, parents/carers are encouraged to talk to their child's class teacher. You could also arrange to meet with our school's SENCo:

Zoe Hine

01489 572393

Information is also available at Hampshire County Council's [support4send](#).
SENDIASS

5. Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.

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

We work closely with any external agencies that we feel are relevant to individual children's needs within our school.

Outside Educational Agencies include:

- Educational Psychologists
- Primary Behaviour Support Team
- Heathfield Outreach
- EMTAS (Ethnic Minority and Traveller Achievement Service)
- Virtual School for Looked After Pupils
- Specialist Teacher Advisory Service

Health Services include:

- CAMHS (Child and Adolescent Mental Health Service)
- The School Nurse
- GPs
- Speech and Language Therapists (SALT)
- Occupational Therapist

Social Services include:

- Social Workers
- Specialised outside agencies such as Hampshire Autistic Society and Let's Go Down's Syndrome support
- Young Carers

We have an attached Educational Psychologist who works with the school for at least three days per academic year.

What training is provided for staff supporting children with SEND?

Mrs Hine (SENCo) is a qualified teacher and has completed the qualification 'National Award for Special Educational Needs Coordination'.

Mrs Batt is a qualified ELSA (Emotional Literacy Support Assistant) and TALA (Therapeutic Active Listening Assistant) and is monitored by Hampshire Educational Psychology Service(HEPS).

Mrs Fane is a qualified ELSA and is monitored by Hampshire Educational Psychology Service(HEPS).

Our team of LSAs/SNAs are highly skilled and an invaluable part of our school. Within the team there has been training given which includes:

- Reading, spelling and phonics support
- Maths support
- Memory and concentration development
- Autistic Spectrum training
- Specific medical needs training

Over the course of the year training needs of all staff are reviewed and appropriate training is planned and delivered. Continuing Professional Development is paramount for our staff, in order that they meet the specific needs of the children with whom they are working.

6. Information about how equipment and facilities to support children and young people with SEND will be secured.

How accessible both indoors and outdoors?

For pupils who require additional resources or equipment to access the curriculum we seek advice from, and work closely with, the relevant outside agencies. We train staff in the use of these resources and carry out the necessary risk assessments for these pupils.

Our site is wheelchair accessible and we have disabled parking and toilet facilities. As a building, we are all on one level. We have a medical room and many of our staff are First Aid trained.

If necessary we will liaise with ETMAS (Ethnic Minority Achievement Service) who can assist us in supporting families with English as an additional language.

7. The arrangement for consulting both parents of children with SEND and young people with SEND about their child's/their education and ways in which to involve them in this.

How are parents currently involved in the school? How can I get involved and who can I contact for further information?

We work in partnership with parents to support each child's wellbeing, learning needs, progress and aspirations. Parents are encouraged to contribute to their child's education through:

- Discussion with the Class Teacher
- During Parents' Evenings
- Through discussions with the SENCo or external agencies
- Supporting learning targets at home
- Participation in Annual Reviews for children with EHC plans
- Attending Transition Partnership Agreement meetings (TPA) during the year and when your child is changing school
- Pupils are involved in setting targets

Parents have the opportunity to comment on the day-to-day running of the school through Headteacher questionnaires. We also have a team of Parent Governors on our Governing body. If you are interested in becoming a Parent Governor please contact our Headteacher or our Chair of Governors on the school's contact number 01489 572393.

How do we involve children in their education?

Children with an EHC plan are entitled to put forward their views on the previous academic year, and can come into their Annual Review meeting where appropriate.

Children are also invited where appropriate to attend TPA review meetings.

Children also have their learning targets shared with them and in some cases, design their own targets.

Children have a pupil voice through the School Council, where regular meetings are held.

8. Any arrangement made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.

What steps should I take if I have a concern about the school's SEND provision?

Please see your child's class teacher as a first point of contact. If it cannot be resolved, please contact the SENCo or Headteacher for investigation. Please see the school's Complaints Policy on the procedure for how to make a complaint.

9. The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing them for adulthood and independent living.

How will the school prepare and support my child when joining the school or transfer to a new setting or to the next stage of education and life?

We have a very successful transition programme from many local pre-schools that enables children to become familiar with the school and its staff. We also hold

information meetings for parents whose children are starting school in the Reception classes.

TPA meetings are held for children joining the school with SEND.

Children moving into Year 3 are prepared for the transition to Key Stage 2 with visits and are assigned a Year 5/6 'buddy' who will be there to support them and provide information.

For children with SEND who may find the transitions more challenging we offer the opportunity of further visits to their new classes, to meet their teachers and to familiarise them with their forthcoming new surroundings. Mrs Hine our SENDCo, Mrs Batt and Mrs Fane our ELSAs and the LSA/SNA work closely with the child to support transitions and provide social stories when needed.

Meetings are held for pupils with a TPA before all transitions to ensure necessary provision is put in place.

When SEND children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits where necessary. Our 'feeder' Secondary school, Brookfield Community School runs a programme specifically tailored to aid transition for more vulnerable pupils.

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. Additional school visits can be arranged as necessary. TPA meetings, chaired by the SENCo can also be set up with feeder Secondary schools for our most vulnerable pupils.

10. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.

Please contact your child's Class Teacher in the first instance. They will then liaise with our school SENCo on how best to support your child.

In addition to this parents may find these websites useful resources:

- CAMHS – 01329 822220 – Child and Adolescent Mental Health Service
- Brookfield Community School – 01489 576335 – www.brookfield.hants.sch.uk – Secondary School
- Early Help Hub – 0845 6035620 -
- Winston's Wish – 08452 030405 – www.winstonswish.org.uk – Bereavement Support
- Simon Says – 023 80647550 www.simonsays.org.uk – Bereavement Support
- Support for SEND (Parent Partnership) – 01962 845870
- National Autistic Society – 0808 800 4104
- Autism Hampshire – 02380 633951

- You – Fareham 01329 821947 – www.lifeyouwant.org.uk – Support and advice on housing, benefits, debts and adult education
- Family Lives – 0808 800 2222 – www.familylives.org.uk – Support for families and children
- Young Minds – 0808 802 5544 – www.youngminds.org.uk – Support for families and older children
- Parent Voice – 0300 303 8603 – www.parentvoice.info – Support and advice service for parents/carers of SEN children
- IPSEA a national charity for families with children with SEND.
- Young Carers- Fareham and Gosport young.carers@kids.org.uk

11. Information on where the Local Authorities' Local Offer is published.

Our school's SEND information report is provided as part of Hampshire's Local Offer

Approved by: _____ **(Head Teacher)**

Approved by: _____ **(Chair of Governors)**

Approved December 2025

Date for Review December 2026