THE HASELWORTH WAY PO12

GOSPORT

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
Information Report

Policy approved:	**September 2026**	**FGB**
Signed:	*Natasha Jones*	**Headteacher**
Signed:	*Chris Roast*	**Chair of Governors**
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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website and you can ask a member of staff to make a copy/send you the policy.

The SEND information report is updated annually to ensure all government updates are considered.

Note: If there are any terms we have used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder/Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Under the SEND reform 2026 they propose that the new areas of development should be: Executive Function; Motor and Physical; Sensory; Speech, Language and Communication; Social and Emotional. The reforms aim to improve inclusion, early intervention, and multi-agency collaboration, but the formal **publication of a revised Code of Practice** has not been confirmed, however the National Inclusion Standards have been outlined in the Schools White Paper



2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO/Inclusion Lead/DHT is Mrs Kerry Howard

They have over 20 years' experience in this role and they are also the Deputy Headteacher. They are a qualified teacher.

They are allocated up to 5 days a week to manage SEND provision.

Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEND.

Learning Support Assistants (LSAs)

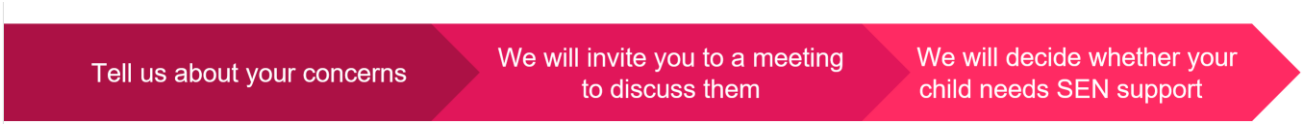
We have a team of Learning Support Assistants who are trained to deliver SEND provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Attendance officers
- Social services and other LA-provided support services
- Primary Behaviour Services

3. What should I do if I think my child has SEND?



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENDCO, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly, via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, or finding their learning too challenging, even with the ordinarily available support they will try to find out if the pupil has any gaps or misconceptions in their learning. If they can find a gap/misconception, they will support the pupil 1 to 1 or in a small group to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician, with your permission.

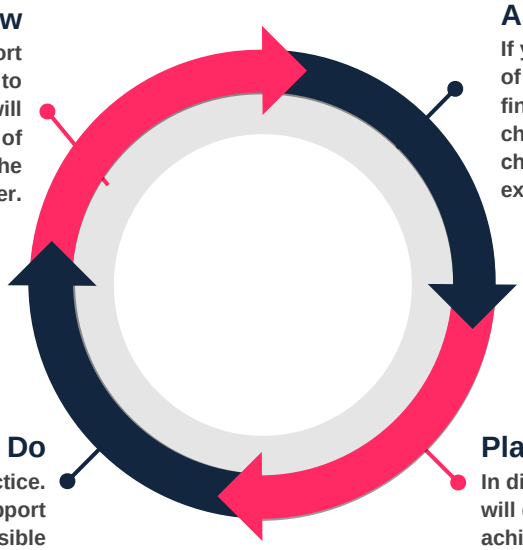
Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a ‘baseline assessment’. We do this so we can see how much impact the intervention has on your child’s progress.

We will track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child’s education?

We will provide annual reports on your child's progress.

Your child’s class/form teacher will meet you three times a year to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. Therefore, we want to make sure you have a full understanding of how we’re trying to meet your child’s needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child’s needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child’s class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child’s teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, using scaffolding to support independence etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis
- Teaching assistants and class teachers will support pupils in small groups

We may also provide the following interventions (all interventions are specific to the individual and according to need and more tailored interventions are put in place for those as and when needed):

POTENTIAL BARRIER	**HOW WE SUPPORT THESE PUPILS**
Autism spectrum condition	Visual timetables Social stories Social integration games and activities Now and Next
Speech and language difficulties	Speech and language therapy Speech and Language games/activities
Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Keep up, Catch up Pre-teach Interactive programs
Moderate learning difficulties	Keep up, Catch up Pre-teach Interactive programs
Severe learning difficulties	Interactive programs Modified timetable Outreach/Inreach specialist provision
ADHD, ADD, ASC	Quiet workstation Movement breaks, sensory time, Calm down space Active reward breaks
Adverse childhood experiences and/or mental health issues	Nurture groups, ELSA
Hearing impairment	Visual resources and practical resources
Multi-sensory impairment	Visual and practical resources

Physical impairment	Range of resources Sensory activities Physio recommended activities

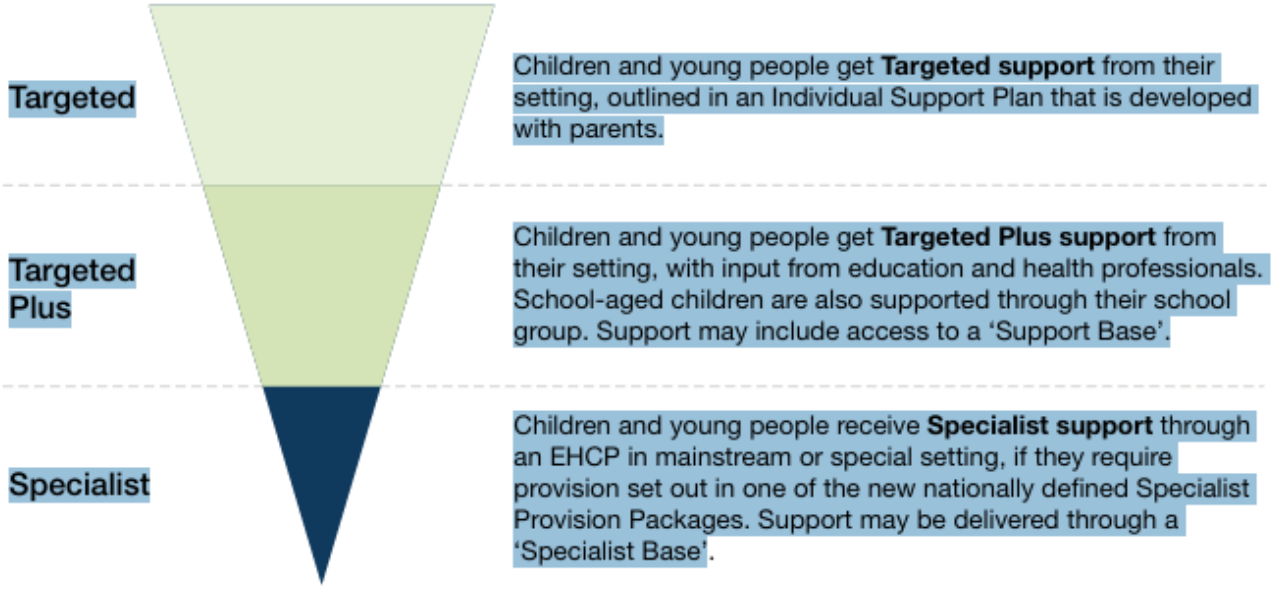
These interventions are part of our contribution to Hampshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps, sometimes known as IEPs to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

Layers of Support



10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Support may include access to a 'support base'.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through the EHCP process. Under the new Government guidance, only the children with the highest and most complex needs will qualify to apply for EHCP funding.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school events including Sports Day, for example

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to have their voice and be part of the school council, eco team, librarians, house captains etc
- Pupils with SEND are also encouraged to be a part of any school club to promote teamwork/building friendships, developing skills and widening their exposure to different activities
- We provide extra pastoral support for listening to the views of pupils with SEND by regular drop ins to class, pupil conferencing and regular time with the SENDCO
- We run nurture sessions for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

13. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Ensure relationships are nurtured in the Summer term by encouraging them to show their work, positive interactions during break times and around the school.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We encourage extra transition visits or get to know sessions where possible.

Between phases

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

14. What support is in place for looked-after and previously looked-after children with SEND?

Mrs Howard (SENDCO/Inclusion, DT and DHT) will work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

15. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance, the SENDCO and then the Headteacher. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

16. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Hampshire County Council which publishes information about the local offer on their website:

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Local charities that offer information and support to families of children with SEND are:

Autistic Society
1 Ford Road Gosport PO12 3ET
Tel: 023 92501001

Marvels and Meltdowns
1 Phoenix Way, Gosport PO13 0BE

Tel: 01329 756857

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC

- Family Action
- Special Needs Jungle

17. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHCP or EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments, school placement and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **PBS –** Primary Behaviour Services – offer advice and support for children who find school life difficult and deliver THRIVE assessments to support emotional needs
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs and disabilities co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND Reform** - overhaul of the Special Educational Needs and Disabilities system in England, aiming to improve inclusion, early support, and practical planning for children and young people aged 0–25.
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **White Paper –** document for all schools regarding changes in SEND – '*Every Child Achieving and Thriving'*