

Special Educational Needs and Disability (SEND) Information Report

School Context

Hauxton Primary School is an inclusive school and may offer the following range of provision to support children with SEND, where the school has identified a need and staffing levels allow. The progress of every child in our school is assessed, monitored and discussed in termly pupil progress meetings. If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Hauxton Primary School's SENCO is Jayne Lay.

Below is an overview of the needs and interventions we currently have available in our school.

For detailed information of how we identify children with SEND and the procedures to inform parents, please see our SEND Policy on the school website, or contact our SENCO,

The needs that we currently provide for:

- Children with diagnosis of Autism Spectrum Condition
- Children with specific learning difficulties in Reading, Writing or Maths
- Children with Speech and/or Language difficulties

Identification and Assessment

How does Hauxton Primary School identify children's needs?

All teachers deliver "Quality First Teaching" which includes:

- providing a supportive environment for all types of learners
- differentiating work within the expected level for the year group
- deploying resources appropriately e.g. visual timetables, multi-sensory support, some extra adult intervention.
- involving children effectively in their own learning and progress.
- Daily assessment for learning takes place to inform subsequent planning for learning as well as half termly summative assessments.
- Teachers note if pupils are not making sufficient progress despite this input and will inform parents.
- Pupil Progress meetings take place termly when the class teacher and Headteacher discuss the progress of all pupils and make decisions about any modifications to the provision for children's learning in consultation with the SENCO.
- Parents can raise concerns they have about their child's learning with their child's class teacher and request a meeting with their child's class teacher.
- Discussions also take place at the Pupil/Parent/Teacher consultations held in the Autumn, and Spring terms and a school report is issued at the end of the year.

How are children identified as SEND at Hauxton?

If a child is identified as having SEND in consultation with parents, they will be put on the school's SEND register as requiring "Additional Support". This will begin a cycle of support of Assess – Plan – Do – Review (APDR). The school will work closely with Parents and pupils to support the child's need and if further support is needed, external agencies are liaised with to provide support and tools to enable the best provision for the individual child.

How are pupils with SEND taught?

In line with SEN Code of Practice Jan 2015, Hauxton Primary School believes that "all teachers are teachers of pupils with special educational needs". As such, the school adopts "a graduated approach" that places quality first teaching at the heart of all lessons. Staff receive a range of specialist training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. High Quality Teaching and inclusive classroom practice is a high priority at the school. Teachers are supported by the senior leadership team and members of the SEN team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

How is the curriculum and learning environment adapted for SEND pupils?

Teachers plan work pitched at an appropriate level so that all children can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed then work is individually adapted. In addition, staff work hard to:

- Adapt the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching approach.
- Adapting resources, for example large print for children with visual impairment, a microphone and hearing loop for those with a hearing need.
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.
- Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud. The school has an Accessibility Policy and Plan, which is reviewed regularly as the needs of the school community change.

Staff Knowledge

Staff are well trained and there is a variety of expertise available at the school.

The SENCO is currently undertaking the National Professional Qualification for SEN Co-ordination.

When staff capacity allows, the following interventions can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- First Class @ Number
- Speech and Language intervention
- Referral for Early Help Assessment
- Mental Health First Aid
- SaLT (Speech & Language Therapist) programmes
- Attention Autism
- Ready to Learn Circuits
- Lego-based therapy Intimate care
- In-class support
- Spelling interventions
- Medical support
- Social skills interventions
- Social stories
- Intervention programmes from subject areas
- Quiet space for reflection
- Colourful Semantics
- Little Wandle phonics interventions

Involving all children in trips and residential

All pupils are entitled to the full range of activities for learning on offer at the school. If necessary, extra adult support will be provided to enable all children to attend a school trip. School staff will contact parents to discuss the planning of trips in relation to their child's needs, especially residential trips, if necessary.

How will the School prepare and support my child to join the school and transfer to a new school/setting?

EYFS (Early Years Foundation Stage) teachers visit feeder nursery settings in advance of children entering the school's Reception class. Teachers and SENCO receive handover information about pupils. During the phased entry to school during the first month of the Reception class, the EYFS teachers hold meetings with parents to exchange and share information about pupils.

At the end of every academic year, all teachers pass on information about pupils to their new teachers. Teaching assistants are also given time to hand over information about pupils and the support they have received.

In Year 6, parents and pupils are invited to open evenings at secondary schools furthermore, Senior Staff at Melbourn Village College visit Hauxton Primary School and talk with Year 6 at different times during their final year at primary school. All secondary schools have contact with the class teacher and SENCO to handover information about pupils. Visits are organised for Year 6 pupils to their intended secondary school setting. In addition to this, EHCP review meetings are held in the autumn term of Year 6 and the secondary SENCO are invited to attend this meeting. Extra visits for pupils to the secondary setting are organised in June/July of their final primary year if necessary.

Support for Emotional health and wellbeing

Relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. The following strategies support this aspect of the school's work:

- Positive tone / body language
- A therapeutic approach is always adopted whereby the pro-social feelings of everyone within the dynamic is prioritised
- Pastoral support
- Careful but appropriate use of alternative provision
- Care plans for pupils who need intimate care or medical support
- Personal / pastoral support plans
- Playground buddies
- School trips
- Consideration of home language and cultural heritage

Arrangements for supporting children and young people who are looked after by the local authority and have SEND

The term 'looked after children' (LAC) includes children who are in care or recently fostered or where a guardianship order is in place. Hauxton Primary School will ensure that any looked after child's educational experience is positive and will support them to achieve their full potential. Pupils will have a Personal Education Plan (PEP), which will reflect the child's SEND provision. The PEP should:

- Capture any special educational needs and summarise support in place and any action needed
- Outline what needs to happen and any interventions in place to meet the child's educational needs
- Provide information on any social and emotional needs that may prevent or distract from learning and educational progress
- Record current attainment and progress data
- Include a minimum of three short term SMART targets
- Set out how the child's aspirations will be supported and encouraged from the earliest stage
- Provide information which helps all who are supporting the child to understand, support and plan for their specific individual needs

Evaluating the effectiveness of provision

The school evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their goals a minimum of three times a year
- Pupil surveys
- Parent / carer surveys
- Monitoring by the SENCO
- Assess, Plan, Do, Review cycle outcomes
- Provision mapping
- Progress reports and parent / carer evenings
- Reviews / meetings with the Link Governor for SEND
- Internal and external audits

The Cambridgeshire Local Offer can be found [here](#):

This includes:

- SEND Specialist Teacher visits
- Pupil Referral Service
- Early Help Team
- Children's Social Care

Those provided by Cambridgeshire Health Trust:

- Community Paediatricians
- ADHD Team
- Neurodevelopment Service
- Physiotherapy Service

- Paediatric Occupational Therapy Team
- Speech and Language
- School Nurse
- CAMHS (child and adult mental health)

Reviewed	Next Review
Autumn 2025	Autumn 2026