The Federation of Hamworthy Primary Schools

# Twin Sails Infant School & Nursery

# And

# Hamworthy Park Junior School

## SEND Information Report 2025-26

**Whole Child, Whole School, Whole Community**

Working together in a child centred approach

**We are an inclusive federation that welcomes and celebrates diversity. All staff believe having high self-esteem is crucial to a child's emotional well-being and academic progress. We have a caring, understanding team who look after all our children. At Hamworthy Primary Schools we believe in:**

**Every Child, Every Day, Every Possibility.**

# Hamworthy Primary Schools SEND Information Report

## Introduction and Context

Twin Sails Infant School & Nursery and Hamworthy Park Junior School are a large federation in the heart of the local community. We are a four-form entry, inclusive mainstream school catering for children from Nursery to Year 6. Across our Federation, we promote high expectations for all our pupils through carefully planned and resourced lessons; develop personal awareness and creativity; and nurture social understanding.

The Federation has an experienced, trained staff who work closely with our parents, outside agencies and the Hamwic Education Trust to ensure the best possible support and care for our children and families. Our staff work with identified individuals and groups to support academic skills in reading, writing and mathematics; help children with essential skills; encourage positive interactions with peers; and develop strategies to support mental wellbeing. We welcome all children whatever the differences in their abilities and believe a child centred approach will help them achieve their full potential.

This information report has been written in conjunction with relevant policies which may be viewed on our school website including: The SEND Code of Practice, SEND Policy, Accessibility Policy, Positive Behaviour Policy, Safeguarding and Child Protection Policy, and Equality, Diversity and Inclusion Policy.

## What are the areas of SEND?

The SEN Code of Practice identifies SEND in four broad areas of need. These areas are:

- **Cognition and Learning** (for example, dyslexia, dyscalculia, dysgraphia, comprehension, processing difficulties)
- **Communication and Interaction** (for example, speech and language difficulties, autism)
- **Social, Emotional and Mental Health** (SEMH) (for example, mental health, attention deficit hyperactivity disorder (ADHD))
- **Sensory and Physical** (for example, hearing or visual impairments, physical difficulties)

At Hamworthy Primary Schools, we cater for a variety of different needs from the above areas. Where pupils are identified as having needs in one or more of these areas, the federation puts in place support to help pupils overcome their barriers to learning and meet their goals.

## How we identify pupils with Special Educational Needs and Disabilities (SEND) and support them

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age…"

*SEN Code of Practice, 6.15*

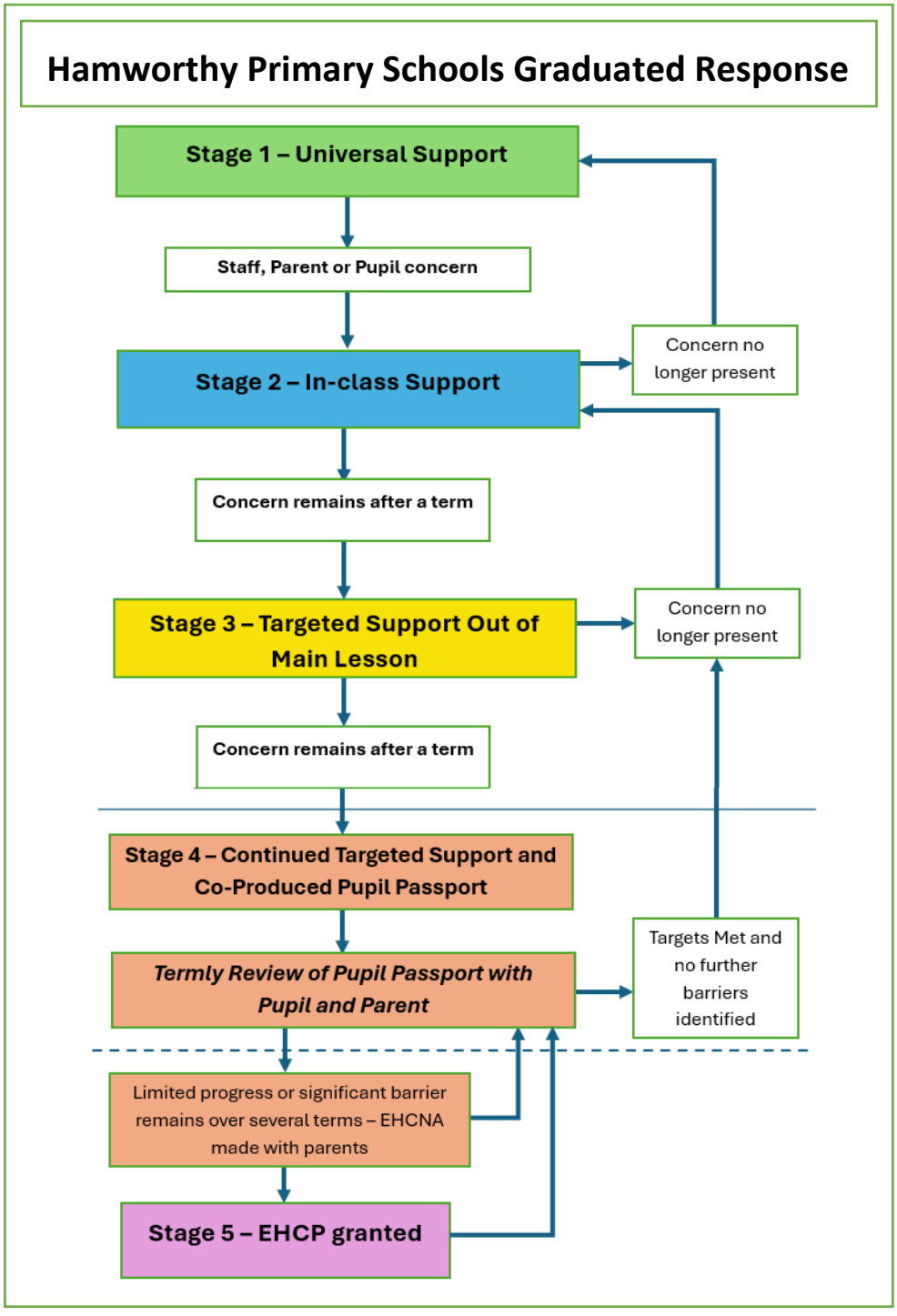
At the point your child starts their journey at our school, we spend time getting to know them. We gather information through:

- Visiting and/or corresponding with your child's pre-school or previous school
- Providing 1:1 meetings for parents/carers with the class teachers in Nursery and Reception
- Speaking to previous teachers through end of year transitions
- Listening to concerns raised by the pupils and parents/carers
- Gathering information from services who might have worked with your child, for example, Speech and Language Therapists.

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Through a continual monitoring process called 'Assess, Plan, Do and Review' (ADPR), teachers know how children are developing in relation to their age expectations. Such monitoring includes on-going observations, formative assessment and data tracking. Any children achieving below expected levels or whose progress rates have dropped are highlighted through regular pupil progress meetings. Inclusion on the SEND register is based on the support a child requires to access learning and progress which is "different from or additional to" that of their peers. Where a child is identified as requiring such support, they will be added to the register after following a Graduated Response using the HAMWIC model.

Each stage of the graduated response is informed by the training undertaken by staff under the supervision of specialists in different areas of SEND. Where children are not on track or concerns are raised by staff, pupils or parents/carers, they will be moved along the graduated response offering more support at each stage. Where progress is made or concerns are no longer present, children will be moved back down the graduated response until they are accessing our Universal Support.



**Stage 1 – Our Universal Support**

Our Universal Support is available to all children in the Federation. Stage 1 support includes quality first teaching strategies such as: adapting learning opportunities, access to resources in lessons, whole class visual timetables, weekly assemblies, healthy snacks, and our broad, balanced curriculum. The aim of this support is to make the national curriculum fully accessible to all pupils.

For some children, this provision is not enough. Where children are identified as making less than expected progress through the APDR cycle, they will progress to Stage 2.

**Stage 2 – In-class Support**

A child at stage 2 of the graduated response will receive some additional support within the classroom. This might include working closely with the teacher for part of the lesson as part of a group, becoming a regular reader or receiving pre-teaching. After a term, the support is reviewed as part of the APDR cycle and the decision is made to move the child up or down the graduated response.

**Stage 3 – Targeted Support**

When a child is at stage 3 of the graduated response, they will be involved in working individually with an adult in class for parts of the lesson or attending interventions that take place outside of the main lesson. The aim of this support is to help children catch up with the learning at Stage 1. If the required progress has not been made after a term of support, teachers will meet with the parents/carers and record their concerns before meeting with the SENCo to discuss adding the child to the SEND register.

**Stage 4 – SEND Register**

At this point of the graduated response, the child will be placed on the SEND register and will be issued with an individual education plan known as a 'Pupil Passport'. The teacher and parent meet to co-produce the Pupil Passport using the HAMWIC framework and identify individualised targets which are entered on the Pupil Passport.

At stage 4, targeted support from Stage 3 continues and the advice from outside agencies will be sought if limited progress is made or the pupil requires specialist support. All reports from outside agencies will be used to inform targets recorded on the Pupil Passports. Targets are reviewed every half term by staff and termly with the parents/carers. Where a child has achieved their targets on the Pupil Passport and concerns no longer remain, their Pupil Passport will end in agreement with their parents/carers, and they will be placed back onto Stage 2 support and monitored for a further term.

If the child's barriers remain despite providing a significant level of additional support and seeking advice from external experts, we may consider applying to the Local Authority (LA) for an Education, Health and Care Needs Assessment (EHCNA). This assessment draws together information from everyone involved with a view to seeing whether a child's needs meet the level required for an Education, Health and Care Plan (EHCP).

**Stage 5 – EHC Plan**

When a child is issued with an Education Health Care Plan (EHC Plan), they are at stage 5 of the graduated response. An EHC Plan details the child's needs; the educational setting (mainstream or specialist) that is best suited to the child's needs; and the provision the local authority considers appropriate to meet the child's needs. The targets issued by the local authority will be used to formulate the child's Pupil Passport. For further information on EHC Plans, please see below and refer to our SEND Policy.

***If you think that your child may have special educational needs, speak with your child's teacher in the first instance. Your concerns will be listened to and taken seriously as you know your child best of all.***

## How we will support your child in Nursery

Due to the Local Authority support for children with SEND at pre-school age, our nursery system follows the same principles of the HAMWIC graduated response with some adaptations.

When a child joins our nursery, we conduct a baseline assessment of their prime areas of learning and meet with every parent. In this meeting, we gather information about the child including any current or historic involvement from outside agencies. This helps us to build a whole picture of the child and their strengths. We continue to offer Quality First Teaching strategies to all our children as part of our Universal Support.

Where a concern is raised by parents/carers or staff, an initial 'Welcomm' assessment is undertaken. This assessment helps us to identify where there might be a barrier to a child's learning or development. The child is then given Stage 2 support for a half term before reviewing their progress. Where progress is made and concerns are no longer present, the child will be moved back to Universal Support. Where concerns remain, a half term of Stage 3 support is given and at the end of this period the decision is made to move the child back to Stage 2 support or parents/carers will be directed to relevant outside agencies for self-referral (such as the Speech and Language Service or the Health Visitor). Where staff and parents/carers feel more support would be beneficial for the child in school, the Local Authority Early Years SENCo may be contacted. The nursery staff meet with the parents/carers to co-produce the pupil passport for the following term and the child is placed onto the SEND register after discussions with the school SENCo. Stage 3 support is continued and the pupil passport is reviewed every half term.

Where significant need is identified and there has been previous support from the Local Authority or outside agencies for a child, an immediate referral to the Local Authority Early Years SENCo can be made. If the Local Authority Early Years SENCo believes your child would fit the criteria for an EHCP, an EHCNA will be made through their service.

## What does support look like for a child on the SEND register?

As outlined in the graduated response, a child on the SEND register receives universal, classroom and targeted support. Using Quality First Teaching strategies, our staff plan each session around the needs of the children and promote independent learning through resources and modelling. In class support is put in place such as adapted learning opportunities and scaffolds; equipment such as pencil grips, overlays and technology to access work; small group work with an adult; and pre-teaching vocabulary or information in preparation for lessons. Additional targeted support aimed at helping the child to catch up on learning takes place outside of the main lesson and supports the work done in class. These sessions may take place in break out space or another suitable area depending on the equipment required for the intervention. For a list of interventions offered by the school, please refer to the SEND Policy:

https://www.hamworthyprimaryschools.co.uk/send-policy-code-of-practice/

*- Please note, due to the levels of SEND in school and the availability of adults to deliver interventions, we are unable to offer all interventions throughout the year. A current offer can be found on the Inclusion page of the website.*

Where a child is involved with outside agency support, they may have a 1:1 sessions away from the classroom with a trained specialist. This could be as part of a regular set of sessions or as a one-off assessment.

Information gathered through the APDR cycle, including reports from outside agencies, are used to inform the Pupil Passports that are co-produced with the child and parents/carers each term. These plans outline the identified barriers to learning, targets and the provision to help a child progress in class. The agreed targets are re-shared with the children regularly and reviewed throughout the term.

## How do we enable pupils with SEN to engage in activities available to those in the school who do not have SEN?

All our extra-curricular activities and school visits are available to all our pupils. Where a child requires additional support to access extra-curricular activities, every effort will be made to help them participate. All children are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops/school council/eco clubs, etc.

Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the children with reduced ratio support where necessary and inclusion of parents to ensure a successful trip.

No child is ever excluded from taking part in these activities because of their SEN or disability.

## How do we involve parents / carers of children with SEND?

Throughout each stage of the Graduated Response, our teachers communicate with parents/carers about any concerns over a child's progress in school. When a pupil is added to the register, parents/carers meet with the class teacher to identify any barriers to learning and co-produce the Pupil Passport. Parents are involved in the review of these documents at the end of each term where teachers discuss how the child has progressed towards their targets, look at the evidence to support any judgements and plan the targets for the next term.

Where outside agencies have provided or recommended targeted work or resources, these are discussed with parents to build consistency for the child at home and in school. This includes sharing resources such as Speech and Language activities and visual communication symbols.

In addition to Parents' Evenings and regular newsletters, parents will also receive an annual written report outlining how their child has progressed. The school website is kept up to date. Each year group has a page to inform you of what learning will be taking place to enable you to support your child at home.

If the child has an EHCP, parents/carers and the child will be invited to contribute, in a way they feel comfortable, to their Annual Review meeting. Parents/carers are encouraged to attend the meeting along with their child where the EHCP targets are reviewed and any updates are made to the child's targets or provision.

## How accessible is the school environment?

An Accessibility Plan is in place and can be located on the school website under 'General Policies'. Our school site is wheelchair accessible across one level and we have accessible toilets, large enough to accommodate changing, showering and wheelchair users. Our classrooms are set up to support students with sight, hearing or physical impairments and we ensure equipment is accessible no matter what the need of children with any disability. There are no steps in or out of the building and our outdoor areas are designed with plenty of space to move around and accommodate large groups. More information on how we support children with disabilities can be found in our Accessibility Plan and Equality, Diversity and Inclusion Policy on the school website.

## What training and developing opportunities are there for staff supporting children with SEND?

Teachers and support staff undergo constant training to ensure that their practise is up to date, safe and relevant. All training is informed by the needs of the children in school and provided by an accredited organisation or specialist. Recent training has included:

- Speech and Language Therapy work
- PEIC-D
- Autism Awareness
- Trauma Informed Schools
- Targeted Training from OT/Physio about sensory need
- Growth Mindset
- Training through SENDCo networks with HAMWIC trust and LA and trust partnership workings.

## What services might we work with to support your child's education?

Where a child is at Stage 4 of the graduated response, the school may access support from outside agencies. These agencies provide a specialist service which are tailored to supporting children with SEND. Some of the agencies that might be contacted are:

- Educational Psychology Services
- Speech and Language Therapist
- Occupational Therapist
- Physiotherapist
- School Nurse
- Early Years Services
- Child and Adolescent Mental Health Services (CAMHS)
- Outreach Support from Specialist Setting schools
- HAMWIC Education Trust – Behaviour support team
- Paediatric service
- Early Help
- Mental Health in Schools Team

## What is an EHCP and what does it do?

For children with significant barriers that remain, despite providing a high level of additional support and seeking advice from external professionals, the Local Authority may grant an Education, Health, Care Plan (EHCP). The school can apply for an EHCP through the Education Health Care Needs Assessment (EHCNA) process. When applying for an EHCNA, the school works with the child, parents/carers and outside agencies to build a profile for the child and highlight the areas they require support in relation to the four broad areas of SEND. This process can take time so that all relevant information is gathered and submitted for a successful outcome. When an EHCP is granted, the Local Authority provide a level of financial support for the school through a banded system. This money can be used to provide support for the child through additional staffing, specific equipment or therapy sessions linked to their need.

If your child has an Education, Health and Care Plan (EHCP) there will be annual meetings to review the plan. We invite parents/carers, external professionals and appropriate school staff who have been involved in the

education of the child to attend this meeting to review existing targets and set new ones, if appropriate. This ensures the provision named on the EHCP accurately reflects the child's needs. Children often attend the meeting at some stage, perhaps to share their successes with everyone present.

For more information on EHCPs, please visit the council Local Offer page:

https://www.fid.bcpcouncil.gov.uk/send-local-offer/information/graduated-response-and-education-health-and-care-plans

## How do we support our children's well-being?

The well-being of all our children is our primary concern at Hamworthy Primary Schools. Pupils are successfully supported with their emotional, social and behavioural development throughout the school day by our Trauma Informed Approach trained staff, curriculum lessons and our environment. Additional support from our pastoral team is arranged as needed for individual pupils, both in and out of the classroom. This may include emotional support (known as ELSA support), access to the Child and Adolescent Mental Health Services (CAMHS), attending nurture groups, our Hamish and Milo intervention or social skills and friendship groups.

Our Behaviour Policy, available on the school website, which includes guidance on expectations, rewards and sanctions, is fully understood by all children and consistently applied by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Some of our staff are first aid trained, and first aid is accessible in each classroom. Relevant staff are trained to support specific medical needs and in some cases all staff will receive training on whole school issues such as asthma or allergies.

## How do we support children moving to a new year group / school and prepare for adulthood?

Transition can create an additional challenge for children with SEND, so we endeavour to put strategies in place to make transition as smooth as possible for all children. Before a child joins our school, we gather the information as outlined earlier and offer additional visits, where possible, to help support the child's transition into our setting. We encourage all families of children with an EHCP or SEND to visit the school and speak with the SENCo to discuss their child's needs and the provision on offer at the school prior to applying.

All parents/carers and children joining our nursery and reception are invited to induction visits prior to starting at Twin Sails Infant School. At these sessions, parents/carers can look at the provision in place and raise any questions about SEND with staff. When the children start at Twin Sails Infant School, there is a planned transition programme to help the children settle into school.

For children transferring between year groups in the Federation, staff hold transition meetings in the Summer term to discuss the provision on the Autumn term Pupil Passports. The children have a session with their new teacher on transition day and PSHE work is carried out in each class about change and anxiety which is supported by our pastoral team. Where there is significant need, such as an EHCP, a transition booklet may be used along with extra sessions for the children to visit their new classroom environment and spend time with their new teacher.

Where a child on our SEND register leaves our Federation, we contact their new setting to speak with the SENCo and share all relevant paperwork. Where it is possible, we will facilitate additional visits to the new school to aid the transition. For children leaving in Year 6, the Year 6 leader, SENCo and Pastoral team attend transition meetings with secondary schools to share information. Any children with an EHCP will have their new SENCo invited to their final annual review at school to help identify the best provision in their new setting to support a smooth transition.

## Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN through:

- Teachers reviewing the Pupil Passports each half term and co-producing new targets at the end of each term with parents and children
- Reviewing pupils' individual progress towards their goals each term in pupil progress meetings
- Using pupil voice (through interviews with pupils once a year and a questionnaire)
- Monitoring by the SENCO, subject leaders and the Senior Leadership Team
- Completing an annual SEND review of provision in school
- Holding annual reviews for pupils with EHCPs

The school's Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with special educational needs or disabilities. The Governors receive an annual report from the SENCo on the provision available and the progress of the children on our SEND Register. The SEN governor also meets with the SENCo every term to discuss the provision in school.

## Complaints and concerns

If you are unhappy with the support in place for your child, please speak with the class teacher to begin with. This discussion will help inform your wishes for their support and the school will try to make reasonable adjustments to your child's provision. Where there are concerns with the provision discussed, the SENCo may become involved to help identify how to move forward with supporting your child. If you are still unhappy with the provision in place, you can contact the headteacher via the school office through telephone, email or writing. Please mark all correspondence as 'Private and Confidential'.

Any complaints or concerns will be treated as serious and will follow the process as outlined in the Complaints Policy which can be found on the school website.

If your child has an EHCP issued by the BCP Council and you wish to make a complaint about the content, please contact sendso@bcpcouncil.gov.uk . If your child has an EHCP issued by Dorset Council and you wish to make a complaint about the content, please contact Dorset Council SEND Team at https://www.dorsetcouncil.gov.uk/w/complain-about-a-send-service.

## Who can I contact for further information?

In the first instance, parents and carers are encouraged to speak with their child's class teacher. For pupils on our SEND Register, further information and support can be obtained from the SENCo. You may be interested in reading some of our other policies, such as the SEND Policy, which can be found on our website.

Other useful contacts (correct as of September 2025):

- SENDCo – Mr Andrew Pickavance
- Executive Headteacher of the Federation – Mrs Susannah Hill
- Head of Schools – Mrs Andrea Williams
- Inclusion Lead and Deputy Head of the Federation– Mrs Sara Coulter
- Governors for SEND – Mr Ian Downer

School website: www.hamworthyprimaryschools.co.uk

For more information on the 'SEND Local Offer' for children with SEND by BCP council, please visit:

https://www.fid.bcpcouncil.gov.uk/send-local-offer

SENDIASS provides free, impartial, and confidential information, advice and support for children and young people (up to the age of 25) with special educational needs and disabilities (SEND), and their parents/carers, living in Bournemouth, Christchurch and Poole:

https://sendiass4bcp.org/