SEN Information Report

Date of Issue: Autumn 2026

Date of Review: Autumn 2027

SEN Information Report

Who should I contact if I think my child has Special Educational Needs?

The first person that you should speak to is your class teacher. They will know your child well and will be able to talk through your concerns with you. They will know your child's strengths and difficulties, how they are progressing in school and whether this is in line with their classmates. You can also contact the school's SEN team. They oversee the provision for children with special needs or disabilities in school and will speak to your child's teacher if you have any concerns. Our current SENCO is Mr Whelan and our SENCO Assistant is Mrs Kiers. Their email addresses are:

kieran.whelan@harestreet.essex.sch.uk helen.kiers@harestreet.essex.sch.uk

How will the school know if my child has Special Educational Needs?

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle.

There are termly meetings to identify children who may need extra help. During these meetings we look for children who:

- Are making slower progress than other children in their class
- Have changed their rate of progress, i.e. if their progress has suddenly slowed down
- Do not catch up with their classmates
- Are falling further and further behind their classmates

First of all, we will address any weaknesses through High Quality Teaching. For some children, targeting these areas will see their learning improve. If your child continues to make less than expected progress, we will gather further information and hold a meeting with you, your child's teacher and a member of the SEN team. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, SEN support will begin.

SEN Information Report

SEN Support in School

Like all teaching, SEN support takes the form of a cycle. To give it its' posh name, it is called the 'Graduated Approach.' This diagram shows the steps involved in providing SEN support in school.

You are invited to take part in every review so that you always know how well your child is doing. We will consider your child's views too.

SEN Information Report

What kinds of Special Educational Needs can the school help my child with?

We are a fully inclusive school, where every child matters and which makes sure that all children achieve their very best. We aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Additional and or different provision is currently being made for children with a range of needs, including:

- Cognition and Learning
- Communication and Interaction
- Sensory, Medical and Physical
- Social, Emotional and Mental Health

SEN Information Report

How do we support children at Hare Street with SEND?

We have a responsibility for enabling all pupils to learn. We aim to achieve this by using:

- Quality First Teaching: Teachers differentiate lessons to meet all children's needs.
- Interventions: Additional targeted support through group work or personalised sessions.
- Specialist Support: Involvement from external agencies such as speech and language therapists or occupational therapists.
- Individualised Learning Plans (ILP): Tailored plans to track and support progress. We call these One Plans
- Teaching Assistants (TAs): Skilled TAs work alongside teachers to support children in class or deliver interventions.

We also aim to ensure that class teachers:

- Plan appropriate work / activities for their pupils
- Ensure that support is available for all children
- Differentiate the curriculum to take account of differing learning styles, interests and abilities
- Ensure that all children can be included in tasks or activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who require additional support in order to make progress
- Set targets and ensure pupils know the next steps in their learning.

SEN Information Report

What support is available for ensuring the emotional and social development of children with SEND?

- All teaching staff have received TPP (Trauma Perceptive Practice) training and the whole school have adopted the recommendations and guidance from it. As a result, an increasingly large number of adults are available to all children who they can talk to concerning any aspect of school. If necessary, we refer to our school counsellor.
- We have a coordinator / lead teacher for positive mental health.
- We have a designated LSA to work with vulnerable SEMH children.
- We have a counsellor who works with identified children.
- We have developed a learning, nurture and counselling hub for children to access as and when needed.
- We work through a whole school PSHE system called 'Jigsaw' that enables children to understand rules and responsibilities alongside their own emotional responses, so we provide clear structure and boundaries throughout the school day as well as a whole.
- Visual timetables are displayed in classrooms so that children know what to expect.

SEN Information Report

What extra activities are there?

At playtime we have adult-led areas for positive play. There are over 20 weekly after-school clubs for children to attend. Every year group goes on at least 1 school trip every year. We make sure that everyone is able to attend. In year 6, the children are invited to a residential visit too.

We will always aim to make whatever reasonable adjustments that are needed so that no pupil is ever excluded from taking part in these activities as a direct result of their Special Educational Need or Disability.

How will the school let me know my child's needs and the help they are receiving?

Partnership with parents plays a key role in enabling children with SEN to achieve their very best. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their child's education.

Your child's teacher will discuss their progress with you regularly. If you or the school has concerns about your child, we will arrange to meet with you.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. **This will always be discussed with you before we contact any agency.**

How will the children themselves be involved?

Children with SEN often have a unique knowledge of their own needs and their own views about what sort of help they would like to enable them to achieve well. They will be encouraged to talk about their learning and their next steps, as well as the type of support they find helpful. Their views are recorded on a 'One-Page Profile.'

SEN Information Report

Transition (arriving at Hare Street, moving from class to class and eventually leaving)

As your child progresses from class to class, they will continue to receive SEN support. Teachers make sure that SEN records are passed on and hold transition meetings to discuss all children's needs. All children have the opportunity to visit their new classroom and meet the new staff who will be working with them. This process is adapted to the individual child, as some will need a longer transition time. The children receive transition books with photographs so that they can look at these during the summer break. Some children who might rely upon more detailed, precise support are give 'Pupil Passports' that are shared between class teachers and relevant adults. This is to ensure smooth transitions occur at the end of the academic year.

When your child leaves our school, we ensure that all records are transferred and, where necessary, we will make a phone call to speak to the new staff too. For children moving on to secondary school, additional visits are offered and we liaise as closely as we can with the SEND department at the new school.

If your child joins us part-way through their school journey, the teacher will use the information received from their previous school to identify how to support your child's learning in school and help plan their next steps.

Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review process. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.

Admissions

Admissions to Hare Street for pupils with Educational Healthcare Plans are handled by West Essex SENDOPS who are located at:

Goodman House, Station Approach, Harlow, Essex CM20 2ET. Further information can be found at the following link https://www.essex.gov.uk/Education-Schools/Schools/Special-EducationNeeds/Pages/Contact-us.aspx

All other admissions are considered in accordance with our Admissions Policy which is available on the school website.

Hare Street Primary is a fully inclusive school, welcoming children of all abilities from all different backgrounds, cultures and religious groups. Applications to attend the school are made directly to the Local Authority (LA) and as such, pupils remain anonymous to staff until they are admitted to the school. It is our wish for parents and carers to find a place for their child at the school of their choice.

However, this is not always possible, due to excess demand on the places available. If the number of children applying for entry exceeds the number of places available, the LA applies the criteria set out below to determine whether a child is to be admitted or not. Admission criteria for Hare Street Primary School are:

- Priority 1 - Children who are Looked After and previously Looked After.
- Priority 2 - Children who have a sibling already attending the school.
- Priority 3 - Children living in the priority admissions area.
- Priority 4 - Remaining applicants.

The Local Authority holds our waiting list and places are allocated by them to ensure complete fairness.

How do you make sure my child won't be treated differently if they have a Special Educational Need or Disability?

We ensure that children with SEND (Special Educational Needs and Disabilities) are not treated differently by fostering an inclusive environment. This includes offering **differentiated teaching** that meets each child's individual needs, ensuring they can access the same curriculum as their peers. **Reasonable adjustments** are made to accommodate physical, sensory, or cognitive needs, such as providing specialized equipment or support staff like teaching assistants. Regular **staff training** equips teachers with the skills to support SEND pupils effectively. We aim to work closely with parents and external agencies to ensure

that every child receives the appropriate support while maintaining equality and respect throughout their educational experience

How does the school evaluate how effective the support is for children with SEND?

The way that children are supported will be reviewed continuously to ensure that we are meeting the needs of the children in school.

A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their impact

What happens if I am not happy with the support my child is getting?

We aim to work in partnership with parents to ensure a joint approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the SENCO and then the Headteacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the schools' Complaint Procedures and Policy document which is available in the school office and on the website.

SEN Information Report

Where can I get extra help and advice?

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of these links helpful:

Help and Advice understanding the new SEND code of Practice 0-25

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Essex Local Offer

http://www.essexlocaloffer.org.uk/

Both the **Hare Street SEN Policy** and the **Hare Street Accessibility Plan** are available on the school website