

Hythe Primary Special Educational Needs Information Report

Provision at Hythe Primary School for Special Educational Needs (SEN)

Hythe Primary is a mainstream school. We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for all children to make good progress.

Identifying and Assessment of Children with SEN

Early identification and assessment of need will support a child's learning. We identify children with SEN through regular pupil progress meetings, a range of assessments both within the school and by partnership with other agencies, liaison with previous educational settings and teacher and parent concerns. We use a range of tests within school to help early identification of barriers to learning, including screening of dyslexic tendencies at Year R. We have diagnostic tests that can be used through the school which include the word recognition & phonics skills test for reading, the Single Word Spelling Test for spelling, the Basic Number Screening Test for maths, the CoPS and LASS tests for cognitive development and the British Picture Vocabulary Scale for speech and language.

We pride ourselves on having established effective links with a number of outside agencies including Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Forest Park Outreach, CAMHS, Behavioural Support Team, Applemore College Dyslexia Support Base and Specialist Teacher Advisors for Visual Impairment, Hearing Impairment communication, language and Physical Disability. These professionals are regularly in school to help with assessment and planning for individual support, in addition to providing specialist equipment and resources where necessary. If your child was to start seeing one of these professionals this would be after gaining permission from parents. We are able to refer your child to some of these agencies if this could be useful, due to concerns you or our school staff have about your child.

If your child meets the SEN criteria set out by Hampshire County Council, they will be included on Hythe Primary's SEN Register, which is a list of children at the school who have SEN. We will send you a letter if your child is included on the register. This is a school list which we use to monitor the needs of each child and the provision they receive. If your child is placed on the SEN Register, they will have an Individual Educational Plan (IEP). This is a record of your child's strengths and barriers to learning and the provision that is needed to help them make good progress. Targets will be regularly set with your child and these will be recorded as part of their IEP.

Teaching and Learning of Children with SEN Including Emotional and Social Development

At Hythe Primary SEN provision is underpinned by high quality teaching whereby teachers take responsibility for each child in their care. We ensure the curriculum is differentiated and made accessible for all pupils. Depending on need, this could involve pre-teaching, post-teaching, increased levels of adult support in class, individual and group differentiated tasks and the use of specialist equipment. For public examinations we can apply for assistance, such as a reader, a separate room or additional time if needed.

The school has a number of Learning Support Assistants (LSAs), many of whom are very experienced within their roles. They have been trained in a number of interventions as well as specific roles, such as Speech and Language Therapy and Occupational Therapy. Three members of our staff team are trained Emotional Literacy Support Assistants (ELSA).

Once particular needs and barriers to learning have been identified, the school uses a number of small group and individual interventions for reading, writing, spelling, maths, speech and language, fine and gross motor skills, cognitive development and social and emotional needs. We regularly review our SEN provision and resources and add to these accordingly through budgetary provision.

We understand that some children display their social and emotional difficulties through their behaviour. If this becomes a problem, an Individual Behaviour Plan may be needed and the involvement of one of our ELSAs. We are able to offer support to families through meetings at school to share information and strategies, and by signposting parents to additional family support EG. Families Matter, CAMHs. For more information, please see our behaviour policy.

While we encourage independence at Hythe Primary, we are flexible in offering you different arrangements for transitions into school at the beginning and end of the school day if this is felt to be beneficial due to your child's particular needs.

If your child has medical needs, we have a number of qualified first aiders within the school. We have the facility to administer medication and offer personal care to your child if this is necessary, following Hampshire Local Authority guidelines.

Reviewing the Progress of Children with SEN and Effectiveness of Provision

Mrs Naomi Green is the Special Educational Needs Co-ordinator (SENCo) at Hythe. She has the National Award for SEN Co-ordination and can be contacted through the school office. The SENCo works alongside the school leadership team to lead and manage SEN provision in the school.

We regularly review every child's progress at the end of each half term as well as at the end of specific interventions. This information is shared with everyone that is working with each child during pupil progress meetings. We monitor and evaluate the effectiveness of every intervention by measuring the impact. The governing body is responsible for overseeing the effectiveness of the school's SEN provision and, hence, there is a link governor for SEN. The SENCo and the SEN governor meet and both report to the whole governing body regularly throughout the year.

We are committed to ensuring our staff have up-to-date training about a range of SEN. In the last five years LSAs have had training in dyslexia and reading, spelling and maths interventions as well as how to support children with SEND in PE. Teachers have had training in spelling, phonic development and diagnostic assessments in maths. Both LSAs and teachers have had training in a number of SEN and disabilities, depending on the children in their care, which have included Spina Bifida, cerebral palsy, Hydrocephalus, Duchene's Muscular Dystrophy, Profound Hearing Loss and Autistic Spectrum Disorders.

The School Site and Off-Site Activities

At Hythe Primary we are committed to ensuring equality of education and opportunity for all pupils. This includes the accessibility of the school site. The school site is fully wheelchair accessible. We have two disabled parking bays and disabled changing and toilet facilities. The school has a hearing loop and we have made adjustments to the site for visual impairment. Through our liaison with Specialist Teacher Advisors and other outside agencies, we are often able to secure specialist equipment to support individual need. The school site is regularly checked and has a range of individual risk assessments for children with SEN. Our accessibility policy gives detail and is monitored annually by governors. For more details, please see our accessibility plan.

At Hythe Primary we understand that extra-curricular activities can enrich the experiences and develop key skills for all children. All activities are available for all children. Before all day and residential trips, our staff visit the setting and carry out risk assessments which include a focus on any child with additional needs. You are encouraged to approach your child's class teacher if you have any concerns or questions regarding off site trips.

The safety of your child at Hythe Primary is of the utmost importance at all times. Please see our child protection policy for more details.

Working in Partnership with Parents, Carers and Pupils

At Hythe Primary it is vitally important that we welcome and encourage you, as parents and carers, to participate from the outset and throughout your child's educational career at the school. We have an open door policy so that you are always welcome to talk to key members of staff. There are a number of opportunities for you to meet regularly with key members of staff throughout the year including parent and teacher meetings, Open Mornings/Afternoons and parent learning sessions. Depending on the individual needs of your child, we can offer additional communication means, arranged with your child's class teacher, such as a home school communication book or via email. Dependent on the needs of your child, there may also be formal meetings with outside agencies. If you have concerns, the first point of contact is your child's class teacher. If concerns are not fully resolved through this means of communication, please refer to our comprehensive complaints policy.

We will tell you if your child is identified as having SEN as soon as they are added to the school's SEN Register. We feel that you should be fully involved in your child's provision as you have much knowledge to share with us about your child. We want you to understand the purpose of any intervention or programme of action that is put in place for your child. We will seek to actively work with local Parent Partnership Service if this is something that is wanted. Your child's IEP will be shared with you termly. We encourage you to take an active role in your child's learning at home and we can offer you guidance on supporting your child in this way.

Your child's views on their SEN provision are sought and valued. We wish for your child to feel they can take a full part in school life. This includes various clubs and roles of responsibility. Every child at Hythe Primary has a voice through the school council, pupil questionnaires and opportunities to instigate meetings with the Headteacher.

Transfer into Hythe Primary and onto Other Settings

We appreciate that transition can be a difficult time for you and your child. The school works with pre-schools whose responsibility it is to pass on any areas of SEN to the school. We also work with other local settings and portage. Your child will have the chance to have one taster visit to the school before joining Year R and, if your child enters the school after Year R, they will have a

buddy to help them settle in. If appropriate, more transitional work is put into place not only when your child enters the school but when they move from one class to another. If your child has a SEN or disability, upon joining the school, we arrange for all supporting staff to be trained by a specialist in the field. This would also occur prior to your child transitioning from one phase into the next.

The SENCo has established links with local secondary school SENCos and they discuss the needs of children transferring from Hythe. We have additional programmes in place if your child may find the transfer to secondary school harder, which include additional visits and building relationships with staff.

Please see the School's complaints policy for guidelines if a concern needs to be raised.

This Special Educational Needs Information Report has been compiled according to The Children and Families Act which came into force on 1st September 2014. It forms part of Hampshire's Local Offer. For details of Hampshire's Local Offer, please visit their website.

Last reviewed – June 2026

Next review – June 2027