

Hungerford Primary School



Special Educational Needs and Disabilities (SEND) Information Report and Policy

Reviewed by the Governing Board

Reviewed January 2026

Next review: January 2027

**Special Educational Needs and Disabilities (SEND)
Information Report and Policy
Hungerford Primary School**

Information about Hungerford Primary School:

- The school is an above average-sized primary school in rural West Berkshire.
- The majority of pupils come from White British backgrounds.
- The proportion of pupils for whom the school receives the pupil premium is average. This is additional government funding for particular groups, such as pupils known to be eligible for free school meals and those in local authority care and children from service families.
- The proportion of disabled pupils and those who have special educational needs is average.

Welcome to our SEND Information Report which is part of West Berkshire Council's Local Offer for children and young people with Special Educational Needs, it also forms the school's SEND Policy in line with the SEN code of Practice 2015.

At Hungerford Primary School, we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

A child has Special Education Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age within the school.

Our vision is for our school to be a special place where everyone feels included, valued and achieves their best. Every child matters and, as every child is valued as an individual, so are their needs. We aim to meet these needs, together with you as parents, through specific support and provision to ensure your child enjoys an active, inclusive school experience. As a 'My Happy Mind' School we value the importance of using preventative strategies rooted in science and research which teach all of our children to build resilience, self-esteem and happiness. This is one of many steps we can take to support your child on their journey through Hungerford Primary School.

The following pages outline what Special Educational Needs & Disability support is in place at school and how this support can be accessed. You can locate the West Berkshire Local Offer on their website: <https://www.westberks.gov.uk/local-offer-family-information-service>

Our school values of kindness, responsibility, resilience, curiosity, aspiration and community mindedness underpin all our policies.

Where appropriate, this document works alongside any Risk Assessment completed for infectious disease. Therefore in following Government guidelines, some elements may need to be amended to meet current regulations.

Date reviewed: 17.9.18 (reviewed annually) 30.9.19, 15.7.20, 4.9.20, 16.09.21, 18.10.22, 13.09.23, 15.12.25

Reviewed by: Mel Smith (SENDCO)

Authorised by Katie Hopkins (SEND Governor) and Full Governing Body:
2026

Date: January

1. What type of Special Educational Needs and Disabilities (SEND)

There are 4 main categories for special needs:

A. Social, emotional and mental health difficulties

ADHD
Emotional Behavioural Disorder (EBD)
Oppositional Defiant Disorder
Challenging or disruptive Behaviour
Attachment Disorder
Eating Disorder
Anxiety

B. Cognition & Learning;

Specific Learning Difficulty (SpLD) – Dyslexia, Dyscalculia, Dyspraxia
Moderate Learning Difficulty (MLD) – numeracy and literacy, speech or language delay, low self-esteem or concentration or under developed social skills
Severe Learning Difficulty (SLD) – significant intellectual or cognitive impairments. Mobility, communication, perception or co-ordination difficulties.
Profound & Multiple Learning Difficulty (PMLD) – physical disabilities or sensory impairment.

C. Communication & Interaction Needs

Speech, Language and Communication Needs (SLCN)
Autistic Spectrum Disorder (ASD)

D. Physical & Sensory Needs

Visual Impairment (VI)
Hearing Impairment (HI)
Multi-Sensory Impairment (MSI)
Physical Disability (PD)

1. Identification of Special Educational Needs and Disabilities

1.1 How does the school identify children/young people with special educational needs and disabilities?

Children who are exhibiting some learning difficulties are identified by teachers and are monitored closely. Additional scaffolding and support is put in place during lessons. If children are not making expected progress as a result of this, the teacher alerts the schools Special needs Co-ordinator (SENCo). The details of the SENCo and SEND Governor are published on the school website and available via the school office.

1.2 What should I do if I think my child has special educational needs and/or disabilities? Speak to the school straight away. The staff will arrange an appointment with you and will listen to your concerns and treat them in confidence. An agreed support and achievement plan (SAP) will then be put in place and reviewed at regular intervals and/or through parental requests.

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The Class Teacher takes responsibility for the appropriate provision to ensure progress is made.

This is agreed in partnership between the parent, teacher, any support staff involved and the SENCo. It may, on occasions, involve other agencies e.g. Speech and Language Therapist, Cognition and Learning Team, Educational Psychologist, Learning Support Team etc.

2.2 How will I be informed / consulted about the ways in which my child is being supported?

An initial meeting will be arranged to agree a Support and Achievement Plan with parents and the class teacher. This will include agreed outcomes and timescales with which to measure progress. This will be reviewed termly although parents and teachers can request additional meetings if they have any concerns about progress.

2.3 How will the school balance my child's need for support with developing their independence?

Through quality first teaching and scaffolding, the class teacher will ensure that activities for pupils with SEND are appropriately focused and resourced so that children can make expected progress without over-reliance on adult support.

Beyond this, children may have additional interventions and guided sessions across each week. The school, as with all children, will seek ways to promote independence, meta-cognition (thinking about learning) and self-reliance.

2.4 How will the school match / differentiate the curriculum for my child's needs?

The teacher, when planning the children's learning, will consider the needs of all pupils and will scaffold the learning experiences to personalise these to ensure all children can access the curriculum at levels appropriate to their needs. Planning will be monitored by the school's leadership and the SENCo to ensure this is working as consistently as possible. There will also be regular discussions between the Class Teacher, support staff and the SENCo to review provision in order to ensure it is meeting the children's needs.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Advice from relevant professional such as; ASD Support Teacher, Speech and Language Therapists, Occupational Therapists, Hearing Consortium, Therapeutic Thinking Support Team, Cognition and Learning Team etc. is sought on how individuals can access the curriculum correctly and appropriate provision is put in place for each child following their advice. Additional training is given to staff to ensure they understand the specific difficulties a child is having and how best to support them. Teachers are then expected to employ a range of teaching styles and classroom management techniques to allow every child to make appropriate progress.

2.6 What additional staffing does the school provide from its own budget for children with SEND?

The school provides trained Teaching Assistants who will work to support children individually or in small groups appropriate to their needs. There is also access to a therapeutic counsellor for those who need it.

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

The interventions offered to pupils are carefully matched to each individual's needs therefore this ensures that the support given is appropriate for the child. Staff receive regular training updates where needed.

Type/Title of Intervention	One to one	Small group
Twinkle Phonics (KS1 predominantly)	☐	☐
Decoders (phonics intervention KS2)	☐	
Structured Approach to Reading	☐	
Reading comprehension		☐
SNIP Spelling Programme		☐
One-to-One/Everyday Reading	☐	
Handwriting and fine motor skills	☐	☐
Occupational Therapy Programmes	☐	
Speech and Language Therapy Programmes including colourful semantics	☐	☐
Precision Teaching (Literacy and Maths)	☐	
Snap Maths	☐	
Attention Autism		☐
Intensive interaction (EYFS/Y1)		☐
Social skills (friendship, shared interest, conversational skills, gardening)	☐	☐
Yoga, meditation and mindfulness		☐
Forest school (supporting emotional regulation)	☐	☐
Zones of regulation (supporting emotional regulation)	☐	☐

2.8 What resources and equipment does the school provide for children with SEND?

Once external professional advice has been received, the recommended resources are deployed with additional resources being purchased where necessary. This ensures that the child has what is needed to enable them to access the curriculum successfully. This ranges from pencil grips, writing slopes, access to IT, use of software such as Clicker, specific coloured paper, weighted blankets, wobble cushions and sensory fidgets.

2.9 What special arrangements can be made for my child when taking examinations?

Access arrangements are based primarily on normal classroom practice for particular needs. Additional time can be applied for when children are sitting KS2 SATs. Readers can be used for some tests and adults can scribe or transcribe children's answers if this is part of a child's usual provision. On rare occasions and through agreement with parents, the decision may be taken that it is not appropriate for a child to take statutory tests. Modified versions of tests can be ordered e.g. large print, Braille etc.

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

Teachers are required to report progress termly to the school's leadership and aggregated and anonymous data to Governors. This is then discussed with the SENCo and parents if there are specific concerns about a child and a Support and Achievement Plan agreed. If parents have a concern they can always make an appointment to see their child's class teacher, the SENCo or a member of the School Leadership Team. Children with an Education, Health and Care Plan (formerly known as a Statement of Special Educational Needs) will also have this formally reviewed annually in partnership with the Local Authority (arranged by the School).

3.2 When my child's progress is being reviewed, how will new outcomes be set and how will I be involved?

Outcomes on the child's Support and Achievement Plan will be reviewed termly in partnership with both the parents and the child and at this time new outcomes will be set together.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

The school reports formally in writing to parents towards the end of the academic year. In addition to this, a child with SEND (who does not have a Care Plan) will have termly reviews of their Support and Achievement Plan and parents may request additional meeting with the class teacher at any time and this process will be supported by the SENCo where appropriate.

3.4 What arrangements does the school have for regular home to school contact?

Staff are always available to discuss individual children with parents. Staff will also contact parents if they need to discuss a specific issue or concern and will, as necessary, invite the parents to a meeting. Arrangements may also be put in place for home-school books or rewards to support liaison for children with specific needs. If a child is in Foundation, they will have a Tapestry account where information is shared at least weekly with parents.

3.5 How can I help support my child's learning?

The school is always willing to provide advice and support towards shared goals for each child. In addition to this, helping your child to complete homework tasks including reading is very valuable in supporting their overall development. Making this fun is key as if children perceive it as too onerous or it is undertaken at times when they are not willing to engage it will have limited impact. Parents are also invited to download the My Happy Mind App where there are a range of activities available to support the child's learning in school.

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. Training or learning events?

The school offers open days or learning/subject-specific events and class based activities. The school also runs parent courses in collaboration with the local family hub and Mental Health support team. In addition we will always signpost opportunities which arise within the local community.

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

As part of the review of the Support and Achievement Plan, the pupils' views and feelings will be sought in relation to their progress and outcomes. This is in addition to the individual's involvement in their day-to-day classroom learning.

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

This applies to secondary schools only.

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Teachers and the school's Leadership Team monitor progress termly as a result of on-going assessments. As a result of this we assess the effectiveness of the provision for each child, including those with SEND. This is reported to Governors by an anonymised annual overview document and individual progress discussed with parents. Parents' and pupils' views are sought at termly progress meetings and through occasional surveys or pupil voice interviews.

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

The school has an agreed system of values which are shared with children and all members of the school community are expected to adhere to. Support is provided primarily through the day-to-day contact with teachers and support staff and also through the school's Leadership Team as appropriate alongside the My Happy Mind lessons and PSHE curriculum. Additional support may be provided by pastoral interventions such as social skills groups or Forest school or by external professionals, such as the EBSA (emotionally based school avoidance) team, Emotional Health Academy, Therapeutic Thinking Team, Mental Health support Team or the schools Therapeutic counsellor if appropriate.

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

All staff apply the school's Behaviour, Anti-Bullying, Safeguarding and Health & Safety policies which are regularly reviewed by the Governors. In addition to this, the school will seek the advice of the Therapeutic Thinking Support Team or specialist support teachers when required and will put in place specific therapeutic plans to support individual children. These are monitored and updated regularly. Staff receive regular training and each child is managed flexibly in order to meet their specific needs.

4.3 What medical support is available in the school for children with SEND?

Although staff cannot be required to administer medication, the school will always make every effort to meet and support the medical needs of children. This includes specific care plans for children with diabetes, asthma, anaphylaxis, epilepsy, etc. All staff receive basic first aid training and there a number of staff who have undertaken a higher level certificated course.

4.4 How does the school manage the administration of medicines?

Parents are asked to complete a medical consent form and to provide instructions on the care and administration of medicines. Where there are more complex needs a care plan is put in place.

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

We talk to parents and set up a plan. This is implemented and monitored by staff and regular review meetings with parents and children. Where needed, we involve additional professionals, including the Continence Nurse

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use?

The school accesses a range of support services when this is appropriate for the individual child. This may include specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, SISS, OT, MHST, ASD advisory teachers, therapeutic thinking support teachers, SALT and CALT etc.

5.2 What should I do if I think my child needs support from one of these services?

Liaise directly with your child's class teacher or SENCo as soon as any anxieties or concerns

identified. Please remember that there is no such thing as a 'silly question' when it comes to your child's needs and we are always happy to work with you. The class teacher will then access the appropriate support service for your child.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Some of these are accessed by referral by the class teacher in liaison with parents and SENCO. Other services will need to be accessed through your child's GP.

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Speak to your class teacher who will discuss your child's needs with you.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

If a member of staff has a concern about a child's well-being, they document their concerns on CPOMs which is then discussed with the designated safeguarding team at the school. If deemed necessary, this will then be reported to Children's Services who will either advise the school on a course of action or may visit the parents. Serious concerns are dealt with promptly and are immediately referred to Social Services. Where there are less serious concerns, the school will liaise with the family or may, after a period of time, access additional services or advice from the Locality.

6. Training of school staff in SEND

6.1 What SEND training is provided for teachers in your school?

All staff participate in regular ASD update training provided by the ASD team. Additional training is provided by the Cognition and Learning Team or EP Support as appropriate. SENCo training for teachers is provided on setting appropriate outcomes for Support and Achievement plans and providing support in the classroom.

The effectiveness of this training is measured through pupil book scrutinies, learning walks, classroom observations and discussions with pupils. Regular observations of interventions are carried out by the school's Senior Leadership Team, SENCo and Special Needs Support Teachers. These processes ensure that a consistent approach is taken by the school to ensure that all children with SEND needs are met.

6.2 What SEND training is provided for teaching assistants and other staff in your school?

All teaching assistants undertake regular ASD update training provided by the ASD team. Additional training is provided by the Cognition and Learning Team, EP and SALT Team as appropriate.

Training on specific interventions also takes place and the effectiveness of this is monitored closely with further training put in place if necessary. A full programme of training is in place throughout the year for all current teaching assistants alongside weekly meetings with a member of SLT.

6.3 Do teachers have any specific qualifications in SEND?

The School SENCo is completing the NPQ SENCo Course as is legally required. We also have a teacher with a specialist qualification in dyslexia that runs additional tutoring sessions outside the school day.

6.4 Do teaching assistants have any specific qualifications in SEND?

All LSAs have received the specific training for the intervention programmes they deliver. A group of LSAs have also completed the Level 3 LSA qualification, which included a focus on SEND.

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

Before trips are undertaken, teachers do a pre-site visit and complete risk assessments which enables all children to be included. All external agencies are made aware of children's specific needs so that they can fully access out of school clubs.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

Once teachers have completed the pre-site visit, they discuss the proposed trip with parents where appropriate.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

All buildings are accessible via ramps and doorways are wide enough for wheelchair use. There are two disabled toilets and a shower room. If a child with mobility difficulties is allocated a place in school, the school's Accessibility plan will be reviewed to ensure the school can meet the child's needs.

8.2 Have adaptations / improvements been made to the auditory and visual environment?

The Hearing Consortium has carried out acoustic checks in classrooms and children with hearing impairment have been placed in classrooms which best suit their needs. If a child is placed at our school with visual impairment, an assessment of the teaching areas will be made and appropriate provision made, following advice from the Vision Impairment Consortium.

8.3 Are there accessible changing and toilet facilities? There are two disabled toilets and a shower room.

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

Teachers and parents complete the Support and Achievement plan together. The school's facilities will be re-assessed where appropriate and changes made if necessary.

8.5 How does the school communicate with parents / carers who have a disability?

Teachers arrange face to face meetings with parents who have reading or writing difficulties. Support is provided to complete forms and access information sent out for their child. The SENCo or other members of the SLT will also provide moral support for parents at meetings etc.

8.6 How does the school communicate with parents / carers whose first language is not English?

The school can access support from EMTAS for communication support at meetings. Support for parent's needs are assessed on an individual basis and strategies implemented to meet their requirements. This support is reviewed on a regular basis.

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**9.1 What preparation will there be for both the school and my child before he or she joins the school?**

Additional meetings are arranged between all parties involved with the individual child (including feeder school, new school, parents/carers and the child if relevant. A full assessment of needs will be discussed and a provision plan put in place. Additional visits will also be arranged for the child to meet the new teacher and setting to ease transition. Where appropriate, the child will be given a transition booklet with photographs of the setting and staff to use before the child starts at the school. Parents are involved in all discussions to ensure smooth transition takes place.

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

Additional class visits can be organised and, where relevant, transition booklets prepared for the child to take home. There are also opportunities to build relationships with new teachers/TA's through story times, game playing or getting to know you activities.

9.3 How will my child be prepared to move on to his or her next school?

A transition plan will be made by the class teachers from both settings. Children will visit their new school and are encouraged to express any anxieties they may have. Parents are involved in all discussions to ensure smooth transition takes place.

9.4 How will you support a new school to prepare for my child and what information will be provided to my child's new school?

All SEN information and specialist reports will be shared with the new school, including successful strategies, intervention programmes and any additional information about the child that the school may find useful. Open lines of dialogue will be encouraged and a transition plan will be completed. Where appropriate the school may also arrange a supported visit for the child.

10. Who can I contact to discuss my child?

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The first point of call should always be the child's class teacher as they have responsibility for meeting every child's needs on a daily basis. The SENCo will offer additional support as needed. Any further concerns should be raised with the school's Leadership Team.

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

The school engages a Family Support Worker through the local community hub and who can provide support within the home.

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

In reviewing the needs of children and families, the school will always seek to provide additional information on other agencies who may be able to offer further help or guidance e.g. parent support groups, courses for children with specific diagnoses of SEND and national services. This is included in the school's weekly newsletter.

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

The school has an open-door policy where parents are encouraged to give feedback or to raise initial concerns before they become more serious. Parents may also e-mail the school or write a letter and, if they are not satisfied with the way this has been handled, they can follow the school's complaints procedure (which is available from the school office or on the website).

12. Where can I find the Local Authority Local Offer

The Local Authority Local Offer is published on the West Berkshire website:
[SEND Local Offer and Family Information Service - West Berkshire Council](#)

13. SEND Information Advice and Support Service (SENDIASS)

West Berkshire Special Educational Needs and Disability Information, Advice and Support Service is available to parent carers of children and young people aged 0-25 with special educational needs and/or a disability (SEND) and also to children and young people with SEND themselves. The support and advice provided is impartial, confidential and free. They will listen to your concerns and answer your questions about anything relating to your special educational needs and disabilities. Their service is statutory and is available to parents, carers, children and young people living in West Berkshire who pay their council tax in Newbury. 'Parents' includes all those adults with parental responsibility.

Further information is published on the West Berkshire website:

[Welcome - West Berkshire SENDIASS](#)

<https://directory.westberks.gov.uk/kb5/westberkshire/directory/service.page?id=0vMpwwE6MWA>