Special Educational Needs and Disability Information Report

2026–2027

SENDCo: Laura Sprowson	
Contact: senco@hooleceprimary.cheshire.sch.uk	
Local Offer Contribution: https://www.livewell.cheshirewestandchester.gov.uk	
SEND Policy: https://www.hooleceprimary.co.uk/serve_file/6141999	
Children receiving SEND Support: 64	



About this report

At Hoole Church of England Primary School, we want every child to “let their light shine”. We work with children, families and professionals to identify barriers, provide appropriate support and enable children to participate, achieve and develop independence.

This report explains how we support children with special educational needs and disabilities (SEND), how families contribute to decisions and where to find further help.

Report reviewed: September 2026

Next annual review: September 2027

Accessibility Plan: [insert direct link].

Who can I talk to about my child’s needs?

Your child’s class teacher is your first point of contact. Teachers are responsible for the learning, progress and well-being of every child in their class, including children with SEND.

Laura Sprowson, our SENDCo, coordinates SEND provision and works with staff, families and other professionals. You can contact her using the email address above or through the school office.

What kinds of SEND do we support?

We are a mainstream primary school supporting children with needs across the four broad areas of SEND:

• Communication and interaction.

• Cognition and learning.

• Social, emotional and mental health.

• Sensory and/or physical needs.

Children may have needs in more than one area. We consider each child's strengths, interests and individual needs when planning support.

How do we identify and assess children's needs?

We identify needs through discussions with parents and carers, information from previous settings, classroom observations, assessment and monitoring.

We consider progress in learning alongside communication, interaction, emotional well-being, physical and sensory needs, independence and participation in school life.

When concerns arise, the class teacher and SENDCo work with the family to understand the child's needs and agree appropriate action. This may include adjustments to teaching, targeted support or advice from other professionals.

A child may be identified as having SEN when they need educational provision that is additional to or different from that generally provided for children of the same age. Parents and carers are involved in this decision.

Support is based on identified needs. Children do not need to wait for a diagnosis before appropriate support begins.

How do we plan and review support?

We use a graduated approach known as Assess, Plan, Do, Review.

Assess: We gather information about the child's strengths, needs and barriers, including the views of the child and their family.

Plan: We agree outcomes, support, responsibilities and a review date.

Do: The class teacher remains responsible for the child's learning and works with teaching assistants, the SENDCo and specialists to put support into practice.

Review: We consider progress and whether the support is effective, then agree what should continue or change.

Individual Learning Plans set out small-step targets and are shared termly. Children's SEND profiles record important information about their strengths, needs and helpful approaches.

We discuss outcomes and support with parents and carers at least three times each year. These discussions may link with parents' evenings, with additional time arranged where needed. Families can raise concerns between reviews.

How will you help me support my child at home?

We share targets, strategies and appropriate resources so families understand what their child is working towards and how they can help.

Parents and carers contribute information about what works at home, changes in their child's needs and their aspirations. We use this information when planning and reviewing provision.

We maintain contact through meetings, telephone calls and email, according to the family's needs.

How do children contribute their views?

Children's views help us understand their experiences, interests, wishes and what makes learning easier or harder.

We gather their views termly for their SEND profiles and reviews, and through everyday conversations and observations.

We adapt how we listen to each child. This may include pictures, visual choices, drawing, communication aids or support from a trusted adult. Children do not have to communicate verbally to have their views recognised.

Our learning mentor provides further opportunities for children to share their wishes and feelings.

How do we adapt teaching and the learning environment?

High-quality adaptive teaching is the starting point for supporting children with SEND. We maintain high expectations and adapt teaching across subjects so children can access a broad and balanced curriculum.

Depending on individual needs, approaches may include:

• Visual timetables, prompts and practical resources.

• Clear explanations and tasks broken into manageable steps.

• Additional processing time and checks of understanding.

• Explicit teaching and revisiting of vocabulary.

• Writing frames or alternative ways to record learning.

• Appropriate technology and communication aids.

• Adapted seating, workspaces or classroom organisation.

• Movement breaks, sensory adjustments and access to quieter spaces.

• Targeted individual or small-group teaching.

Additional provision complements classroom teaching. We review it regularly and aim to develop independence while providing the support each child needs.

What additional provision is available?

Provision is planned according to assessed need and may include support for literacy, numeracy, communication, interaction, emotional well-being or independence.

We have specialist dyslexia expertise within school and a speech and language therapist who works with us one afternoon each week.

Support may also include ELSA, nurture activities, social stories, communication groups, structured support at breaktimes and lunchtimes, and advice from external professionals.

Not every child needs the same provision. We agree appropriate support with families and review its impact.

How do we know whether provision is effective?

We evaluate provision through:

• Progress towards individual targets and EHCP outcomes.

• Classroom assessment, observations and work.

• Reviews of targeted interventions.

• Children's participation, confidence, communication and independence.

• Feedback from children, parents, carers and professionals.

The SENDCo and school leaders use this evidence to review provision, staff development and the use of resources. Governors receive information about SEND provision and its effectiveness.

If support is not having the intended impact, we reassess the child's needs and adapt the approach.

How are staffing, resources and equipment allocated?

The SENDCo and school leaders allocate staffing, interventions, specialist advice and equipment according to children's assessed needs.

Support may be delivered through classroom adjustments, small groups, individual teaching or specialist input. We review these arrangements as needs change.

Where additional resources are required, we work with the local authority and relevant professionals to explore appropriate support and funding.

This year we have access to the Inclusion Mainstream Fund. A report will be published in December 2026 of how this funding Is being spent.

How do we support emotional well-being and prevent bullying?

We aim to help children feel safe, understood and connected to school. Our approach recognises the importance of relationships and the impact that experiences can have on learning and behaviour.

Depending on need, support may include:

• Regular check-ins with a trusted adult.

• ELSA and learning mentor support.

• Nurture activities, social stories and peer support.

• Supported playtimes, lunchtimes or lunch club.

• MyHappyMind, Forest School and bereavement support.

• Individual approaches to emotional regulation.

We support communication and interaction in ways that respect each child's preferences.

We take bullying seriously, including bullying related to disability or additional needs. Children can report concerns to a trusted adult, using communication support where needed. Staff investigate concerns, work with families and review support and supervision.

Our Behaviour and Anti-Bullying policies explain our approach: [insert links].

How can children with SEND join in wider school activities?

We plan for children with SEND to participate alongside their peers in trips, residential visits, clubs, PE, performances and other school activities.

We consider potential barriers in advance and discuss individual needs with families. Adjustments may include preparation visits, visual information, adapted equipment, changes to activities or additional adult support.

Our aim is meaningful participation, with arrangements reviewed for each child and activity.

How accessible is the school?

We consider access to the curriculum, the physical environment and information.

Teachers adapt classrooms and learning materials according to individual needs. We work with families and professionals to identify appropriate adjustments, including communication support, equipment and environmental changes.

Our physical access arrangements include: step free access and disabled toilets.

Our Accessibility Plan can be found here: [insert direct link].

Please contact the SENDCo or school office if you need information in a different format.

What are the admission arrangements for children with disabilities?

Children with SEND are welcomed through our published admission arrangements. We work with families, previous settings and relevant professionals to plan transitions and identify adjustments.

Where the local authority names the school in a final EHCP, the school must admit the child.

We take steps to prevent disabled pupils being treated less favourably, including planning reasonable adjustments, reviewing access and adapting teaching and participation arrangements.

Our admission arrangements are available here: [insert link].

What expertise and training do staff have?

Our SENDCo is a specialist dyslexia teacher, and we have another experienced specialist dyslexia teacher within school twice weekly.

Staff training includes speech and language approaches, stammering, ELKLAN, Makaton Level 1, Selective Mutism and using communication visuals. Staff also have training in Mental Health First Aid, Next Step cards and ELSA.

We also have two member of staff who have accessed SPOTSS (sensory processing) training.

Staff have also accessed training from the Autism Service around good practice, Autism in girls and successful transitions.

The school received the Attachment Friendly Schools Award in 2023–2024. In 2024–2025, Mrs Flanders and Miss Taylor completed the Trauma Informed Leads qualification. This year Miss Taylor has been invited to take part in an expert panel to support and advise colleagues around trauma informed practice.

We identify further training through children's needs, staff development discussions and reviews of provision. We seek specialist advice when additional expertise is needed.

Which other services work with the school?

Depending on a child's needs, we may work with:

- Speech and Language Therapy.
- Educational Psychology.
- Child and Adolescent Mental Health Services.
- School Health and Occupational Therapy.
- The Continence Team.
- Autism and Early Years services.
- SPOTSS Service
- Specialist teaching and behaviour support services.
- Local authority SEND services.
- Social care and relevant voluntary organisations.

We discuss referrals and professional involvement with families and use advice to inform provision.

What happens if my child may need an EHCP?

If a child's needs may require provision through an EHCP, we discuss this with their family and relevant professionals.

The school or parents can request an Education, Health and Care needs assessment from the local authority. The local authority decides whether to assess and, following assessment, whether to issue a plan.

For children with EHCPs, we work with the local authority and professionals to implement the specified provision, monitor outcomes and contribute to the annual review.

Families can obtain independent advice through SENDIASS and information through the Local Offer.

How do we support children who are looked after and have SEND?

The SENDCo is the Designated Teacher for looked after children. She works together with the child, carers, social worker, Virtual School and relevant professionals.

We coordinate SEND support with the child's Personal Education Plan and, where applicable, their EHCP. We consider learning, relationships, emotional well-being and transitions when planning provision.

How do we support transitions?

We plan transitions between settings, year groups and phases of education according to individual needs.

This may include information-sharing, meetings with families and professionals, additional visits, photographs, visual information and opportunities to meet new staff.

For children joining Reception, we liaise with early years settings and families so that support can be prepared before they start.

For secondary transfer, planning begins early where needed. The SENDCo and class teachers liaise with receiving schools and discuss arrangements with families.

Throughout primary school, we support the skills children will need in later life, including communication, independence, decision-making and participation.

Where can I find independent advice?

Cheshire West and Chester SENDIASS provides free, impartial information, advice and support.

Email: iasservice@cheshirewestandchester.gov.uk

Telephone: 0300 123 7001

Address: The Portal, Wellington Road, Ellesmere Port, CH65 0BA

The Local Offer is available at: https://www.livewell.cheshirewestandchester.gov.uk/

What should I do if I have a concern or complaint?

Please speak to your child's class teacher or the SENDCo first. We want to understand your concerns and work with you to resolve them.

If your concern remains unresolved, please follow the school's published Complaints Procedure, which explains the formal stages and who to contact.

Complaints Procedure: [insert direct link and confirm the escalation route].

SENDIASS can provide independent advice about concerns relating to SEND provision.