



Have courage, grow roots, shine bright!

Policy:	SEND Information Sheet
This policy was created:	November 2025
By name:	A. Kittle
Position:	Chair of Governors
Date of next review:	September 2026



Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

SEND INFORMATION SHEET

Hazelbury Bryan Primary School is proud to be an inclusive school. Staff and children embrace children with additional needs and we encourage children to understand each other's differences and celebrate diversity and individuality.

Before applying to Hazelbury Bryan Primary School, contact:

The school office to arrange an appointment to view the school and discuss any specific needs. · Before your child starts at Hazelbury Bryan Primary, you may feel you want to arrange to meet the Headteacher who is also the school SENDCo.

Before your child starts at Hazelbury Bryan Primary School:

- Read the SEND Information sheet.
- Read the School's SEND Policy- both available on the school website.

Before your child starts at Hazelbury Bryan Primary School, staff need to:

- Meet your child.
- Know about your child's needs.
- Read information, for example reports from any professionals who have met or are working with your child.
- Have copies of any assessment reports.
- Have information from the previous school/ pre-school setting (if appropriate).

Before your child starts at Hazelbury Bryan Primary School, find out:

- If the Local Authority will provide a transition package of support. · If the Local Authority will be providing access to specialist equipment/ facilities.

If your child is already at Hazelbury Bryan Primary School and you have concerns, please contact:

- Class teacher
- Headteacher and SENDCo - Mrs Waring

If staff have concerns about your child:

- The class teacher will arrange an initial meeting to discuss these concerns. · The class teacher may arrange a further meeting with you and the Inclusion Leader to

plan the next steps to best support your child and their needs.

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If your child is identified as having a barrier to their learning which requires support, the class teacher will then:

- Explain to you what support your child will receive.
- Create a Provision Map, which sets out targets and describes how we all will work together to help your child make progress. This will be shared with you.
- You will receive a copy of the Provision Map to take home.

There are four categories of SEND need:

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory and/ or Physical needs

There are two different levels of SEND support:

- SEN Support
- Education, Health and Care Plan

At Hazelbury Bryan Primary School, if staff or parents are concerned, a child may be monitored for a period before any decision is made about the level of support.

A Child with Cognition and Learning needs may be supported in a number of different ways:

These are some examples of support/ interventions we might choose to use.

- Additional Learning opportunities, such as extra reading.
- Small group support
- 1:1 Specialist Support

At Hazelbury Bryan Primary School we aim to provide all children with high quality teaching and learning opportunities. Additional support can be utilised to support individual children's needs if appropriate.

A child with Communication and Interaction needs may be supported in a number of different ways, including:

- Additional speaking opportunities to develop confidence and fluency of speech
- Pre-teaching of vocabulary
- 1:1 Speech and Language support following a programme written by a language

therapist · 1:1 or small group support delivered by our experienced TAs

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A child with social, emotional and mental Health needs may be supported in a number of different ways:

- Additional opportunities to develop self-esteem/ confidence within the school day · Reward charts/ incentives
- Time with our emotional support assistant
- Referral to outside Specialists (e.g. CAMHS)
- Nurture support sessions at lunchtime, or early mornings

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A child with sensory and/ or physical needs may be supported in a number of different ways:

- The provision of accessible facilities e.g. toilets.
- By having a programme of exercises delivered by a trained TA
- By having outside specialist advice/ support (e.g. Physio/OT)

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A child with an Education, Health and Care plan (EHC plan) will have an individually tailored programme of support which could include:

- Having a programme of learning tailored to individual need
- Having the support of a Teaching Assistant if and when required (1:1 or group)
- Having a person centred annual review

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A child at Hazelbury Bryan Primary School may receive support from other adults at the school rather than their class teacher or class teaching assistant:

- Teachers who hold specialist qualifications in Learning difficulties
- Teaching Assistant who has training in Emotional Support
- Teaching Assistants with additional training about Autism
- Teaching Assistants with additional medical training
- Teaching Assistants with Speech & Language training
- Other specifically trained adults

A child at Hazelbury Bryan Primary School may also receive support from outside agencies:

- Speech and Language assistant who may come into the school for a short period of time to support a child's speech and language development.
 - Community Paediatrician who may complete an assessment of medical needs and provide a diagnosis.
 - Community Nurse who may complete the initial check for any medical needs and provide advice to parents.
 - Occupational Therapist who may complete an assessment and provide a programme of support for a child's fine development for the school to follow.
 - Physiotherapist who may complete an assessment and provide a programme of support for a child's gross motor development for the school to follow.
 - Speech and Language Therapist who may complete an assessment and provide a programme of language development.
 - CAMHS worker who may support a family where a child is experiencing emotional/ mental health difficulties.
 - Locality Team worker who may support a family where attendance is an issue.
- All referrals to outside agencies are made in discussion with parents.

All children have access to a range of outside activities. These may include:

- Sports activities, for example football, cricket, dodgeball, tennis, multi-sports.
- Musical activities for example ,piano, flute, clarinet and guitar tuition,
- Other activities for example cookery, Art club.
- Residential and off site visits.

All activities are accessible to all children regardless of SEN.

For some individual children risk assessments may be carried out to ensure activities are safe and accessible.

Hazelbury Bryan Primary School has a number of policies relevant to SEND:

- SEND
- Behaviour
- Safeguarding
- Single Equality Plan
- Accessibility Plan
- Intimate Care
- Supporting children with medical conditions

Reviewing your child's progress:

· If your child has an EHC plan they will have an annual review. This will be led by the SENDCo. The SENDCo offers informal meetings at which your child's progress can be discussed at any time throughout each term. Termly Parent/ Carer consultations are also provided. We have an open door policy- parents are welcome to make an appointment with the class teacher or SENDCo via the school office.

Transition

- Before your child begins Hazelbury Bryan Primary School, the class teacher and SENDCo meet with pre-school settings to discuss individual children.
- Home visits can be arranged.
- Once your child is in school and transitioning to the next year group, teachers meet to discuss individual needs.
- All class teachers receive copies of SEN children's paperwork.
- The SENDCo will meet with class teachers to inform and pass on SEN information.
- Parents will have an opportunity to meet with their child's new class teacher.
- The SENDCo from Secondary schools meet with Hazelbury Bryan Primary staff to discuss SEN children who are transitioning.
- Pre-transfer visits are offered to those children who staff/ parents feel may benefit from additional visits.
- All children will be involved in a transfer visit.
- SEND records are passed onto the receiving school during the summer term.

How is the effectiveness of provision evaluated?

- Through termly reviews of children's targets.
- Feedback from Intervention groups
- Feedback from other agencies.
- Assessment- is the child making progress?
- For those with an EHC plan as well as the above, provision is reviewed at the annual review.
- Looked after children's progress is reviewed 4 or 6 monthly at their PEP, depending on

the authority that the looked after child is from. Their progress is monitored by the virtual school.

Complaints

Hazelbury Bryan Primary has a complaints policy. If you are not happy, parents are encouraged to speak to their child's class teacher first and then the SENDCo/Headteacher. Representation in writing can be made to the Chair of Governors

REVIEW OF POLICY

The effectiveness of this policy will be reviewed annually by the Senior Leadership Team and Governing Body. If changes are made to the policy, the Governing Body will ratify amendments.

Signed: A. Kittle

Designation: Chair of Governors

Date: 4.9.26