



## The Hawthorns School Parents' Information

### SEND Information Report 2025-2026

#### Introduction

Children are at the heart of all that we do at The Hawthorns. We strive to nurture and challenge our pupils in a caring environment to help them grow academically and personally. We are passionate about developing the whole child, encouraging them to have a growth mindset, believe in themselves, aspire to achieve their best and become resilient lifelong learners.

We warmly welcome everyone into our community. Our staff, pupils and parents work together to create a happy and inclusive environment where everyone can thrive. We are committed to helping both children and adults reach their full potential and grow into confidence, capable individuals.

We have high expectations for teaching, ensuring that learning is carefully adapted to meet each individual pupil's needs. By limiting or removing barriers to learning, we enable all pupils to thrive and achieve well. Learning is flexible and can take place in the classroom, in small groups in our resource areas or one to one in our roundhouse provision called WINGS.

The Hawthorns Primary School is part of The Circle Trust and therefore we have access to shared resources and high-quality expertise across the Trust. The Trust SENCOs meet regularly to share best practice, training and offer support to one another.

#### What is the Local Offer?

The Children and Families Act 2014 came into force on 1st September 2014. From this date, Local authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disability aged 0-25. This is the ['Local Offer'](#).

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Hawthorns Primary School is committed to the principles outlined in the Wokingham Borough Council's Ordinarily Available Provision (OAP) guidance and the SEND and Inclusion Strategy 2024-2029.

We implement evidence-based strategies, including the Education Endowment Foundation's (EEF) '5-a-day' teaching strategies: scaffolding, explicit instruction, metacognitive strategies, flexible grouping, and the use of technology to support learning.

## **What needs can be met at The Hawthorns Primary School?**

At The Hawthorns Primary School, we celebrate the individuality of every child; recognising that each pupil's educational needs are unique. This is especially true for children with special educational needs. As an inclusive school, we are committed to fostering a sense of belonging for all our pupils. We strive to meet their diverse needs through our comprehensive provision, supported by the expertise and guidance of specialist professionals and practitioners.

Our approach is rooted in the belief that every child can achieve and grow. While the needs of children and young people often span multiple areas, the Code of Practice 2015 identifies four primary categories of need:

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

## **How do we identify pupils who are having difficulties with learning and/or special educational needs?**

It is the responsibility of all schools to provide a high standard of teaching and holistic support for all pupils. We believe that it is particularly important that pupils who have the most difficulty with their learning are taught by qualified teachers. We believe that quality first teaching has the most impact on pupil progress. At The Hawthorns, we believe that all teachers are teachers of pupils with special educational needs.

We identify pupils with additional needs or disabilities as early as possible and support them as effectively as possible. For all pupils, we carry out termly assessments to identify each child's strengths and areas for development. Targets are set, recorded and shared with both pupils and parents. Additional and more specialist assessment tools may be required when children are making less than expected progress.

When our assessment identifies that a pupil is experiencing difficulties, we follow a cycle of 'Assess, Plan, Do, Review,' leading to an ever-increasing understanding of needs and how to address them. This is known as the 'graduated response'.

- Class teachers complete an early identification form to record initial concerns and observations
- Class teachers analyse the pupil's needs, supported by the SENCO.

This analysis includes data on progress, attainment and approaches to learning as well as the views of the pupil and their parent/carers and advice from other support staff.

Where behaviour is an area of concern, we use a Therapeutic Support Plan (TSP) instead of a Behaviour Support Plan. The TSP draws on an analysis of antecedents, behaviour and consequences. The class teacher and SENCO gather detailed information about

incidents and use checklists to analyse and consider any patterns of behaviour both in class and on the playground.

We then plan provision to remove barriers to learning for the pupil using evidence-based and effective teaching approaches, appropriate equipment, strategies, and interventions. Support may include differentiation, additional programs, small group and/or individual support. Class teachers retain responsibility for the pupil's learning, even if the pupil receives support away from the rest of the class, for example, in a small group. We review the pupil's progress and development and decide on any changes in consultation with the pupil and their parent/carer.

Where progress is limited, we seek advice from external specialists/practitioners, such as educational psychologists. A meeting is then held with parents, staff, the SENCO and specialist agencies to discuss support and advise on next steps. Where assessment indicates that specialist services are required, we make referrals and draw up a SEN Support Plan.

### **How do we assess and review pupils' progress towards their outcomes?**

At The Hawthorns, the class teacher will 'Assess, Plan, Do and Review' the learning of every pupil in their class. The class teacher will regularly observe and assess each pupil and will then plan an engaging and challenging learning journey accordingly. We believe in high-quality teaching whereby each class teacher is best placed to plan and provide guidance with regards to learning. A combination of teacher assessment and standardised tests are used regularly so that every pupil's attainment and progress is tracked. Additionally, there are Core Team meetings attended by class teachers, phase leaders, SENCO and the Headteacher/Deputy Headteacher during which specific action plans are created for individual pupils who are not making expected progress.

The Hawthorns Primary School has a SENCO who is responsible for ensuring that pupils with SEND are well supported to make good progress. It is their job to oversee all the additional support given, monitor the impact of this support and review where necessary. Pupils with SEND will have a SEN Support Plan to identify their primary need and targets to support progress. This is a working document and is reviewed on a regular basis. Both pupil and parents' views are gathered to create the plan.

### **How will the school help me to support my child's learning?**

We believe that each pupil's education should be a partnership between parents/carers and teachers. We have an open door policy at our school. Teachers and the SENCO are always happy to arrange meetings to discuss any concerns regarding a pupil. The SENCO also meets regularly with parents who have a child with additional needs or a disability that are not on the SEND register.

Every parent is invited to a Parent Consultation meeting in the autumn and spring term of each academic year; these are opportunities to discuss attainment and progress with the

class teacher. This is focused around what the child can do, as well as specific targets to make progress.

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

Pupil self-evaluation is actively encouraged to help children reflect on their successes and think about targets to improve their learning. Class teachers and the SENCO regularly ask pupils about their learning. This helps us monitor the strategies, modifications and interventions in place to ensure they positively impact each pupil's learning.

Pupils with SEN Support plans are asked to reflect on their SEN support plan targets each term.

### **How does The Hawthorns Primary School assess and review my child's progress?**

Teachers use termly assessments to identify children's strengths and areas for development. The SENCO monitors the progress of interventions the pupils have participated in, including those from external agencies such as Foundry. Termly Core Team meetings are held with class teachers, the SENCO and Deputy Headteacher to track all children's attainment and progress. Targets are set for each child to improve progress.

Pupils with an Education, Health, and Care Plan (EHCP) will have their progress discussed each year at annual review with all the adults involved in their education.

At the end of Key Stage 2 (Year 6) all children are required to be formally assessed using national curriculum tests. This is something the government requires all schools to do. Pupil's individual results are shared with parents and school results are published nationally. Additionally, there is a Phonics Screening Check in Year 1 to assess children's phonics learning and a Multiplication Screening Check in Year 4 to assess children's recall of multiplication facts.

### **How do we support pupils for transition?**

At The Hawthorns Primary School, we are constantly aware of the skills pupils need to access the next stage of their learning. Transition planning is a priority when learning is to take place in a new setting or phase. These skills begin at the earliest ages, with opportunities to practise those skills at age and stage-appropriate levels. For all pupils, we create opportunities to practise developmental and transferable skills that will prepare them for life.

In preparation for joining The Hawthorns Primary School, we help support all pupils for the next stage in their learning by:

- Staff liaising with and visiting the pre-schools or settings children are coming from
- Planning transition programmes, including additional visits for the family
- Providing welcome booklets with team information and photos

- Meeting with families and specialist services involved with them
- SENCO and/or Headteacher/Deputy Headteacher attending Team Around the Family (TAF) meetings and reviews
- Inviting parents and children into school for transition days

In preparation for transitioning to the next stage within school, we pass on information to the new teacher in advance, and all support plans are shared. Photos of key adults and new classrooms and playgrounds are provided and the new teacher will visit the pupil in their current class. Parents/carers are introduced to the new teacher/TA if appropriate.

In preparation for secondary School, the SENCO will organise and support any pupils requiring additional visits, transitional programmes and secondary staff pupil visits.

### **How does The Hawthorns Primary School approach the teaching of children with SEND and how are adaptations made to the curriculum and learning environment?**

At The Hawthorns, we work very hard to enable every pupil to be the best that they can be so that they reach their potential. We work in partnership with all our families and, where appropriate, external agencies to make high aspirations a reality for every pupil. We take specific action to create effective learning environments, secure the pupil's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning in an inclusive environment.

Quality first teaching is a priority and takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. As part of day-to-day adaptive teaching, curriculum content and ideas are adapted and made more accessible by using visual, tactile, and manipulative resources. We recognise that some pupils with SEND may make different rates of progress from their starting point.

Different pupils will require different levels of support at different times during their learning journey. This may include small group work or more personalised learning delivered on a 1:1 or small group basis in our WINGS provision. We make good use of the trust's SEN Spiral Curriculum to ensure that pupils are engaged, motivated and inspired.

Special arrangements can be made for tests, including the use of movement breaks, separate rooms, use of a scribe or the provision of additional time for those pupils who qualify for access arrangements in accordance with the STA's access arrangements.

### **What expertise and training of staff is provided to support children with SEND? How is specialist support secured?**

At The Hawthorns Primary School, our SENCO is a fully qualified and experienced teacher and is part of the senior leadership team. The SENCO supports members of staff to build expertise and understanding of specific areas of need and facilitate training where required.

Professional learning is central to building expertise and all staff have regular training on aspects of Inclusion. Previous topics have included Autistic Spectrum Disorder (ASD)

awareness, Therapeutic Thinking behaviour training to support challenging behaviour, Speech and Language training, Theraplay training, supporting children with early reading difficulties and supporting children with hearing and sight difficulties.

Outside agencies such as the School nursing team, Foundry and the Educational Psychologist team also provide training and support for school staff.

The Hawthorns Primary School is part of the Mental Health Support Team with training provided to all staff as required.

We are also part of the Partnership for Inclusion of Neurodiversity in Schools (PINS) which is a national initiative aimed at improving inclusivity for all neurodiverse children in school.

### **Evaluating the effectiveness of our provision**

We evaluate the effectiveness of our provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions
- Pupil conferencing
- Pupil, parent and staff surveys
- Monitoring by senior leaders including the SENDCO
- Holding annual reviews for pupils with EHC plans

### **How will my child be fully integrated at The Hawthorns Primary School?**

At The Hawthorns, we foster a sense of belonging by ensuring that every pupil is fully integrated into the life of the school and curriculum. We recognise the strengths of every pupil as an individual and ensure they contribute to the social and cultural activities in school. We work closely with external agencies or specialist teachers to complete risk assessments (where appropriate) in advance of any off-site activity, such as a school visit or swimming.

We ensure that all our pupils, particularly those with SEND, have equal opportunities to participate in all activities available. This may involve additional arrangements, such as assigning extra adults and organising pre-visits. We seek out opportunities to involve pupils with additional needs in outdoor activities, promoting their growth and development.

At The Hawthorns Primary School, we celebrate diversity and are committed to being an inclusive school where every pupil feels they belong. The class teacher has overall responsibility for each pupil's wellbeing while in school and serves as the first point of contact for parents/carers. The class teacher liaises with the SENCO for additional support with any pastoral, medical or social care needs. On occasion, it may be appropriate to contact external agencies to gain additional support.

We believe in identifying emotional developmental needs early so that appropriate provision can be quickly put into place. Our experienced teachers and teaching assistants

are available to support vulnerable pupils with their emotional literacy as well as specific interventions such as social stories to further enhance support.

At The Hawthorns Primary School, we believe that every child has the right to thrive in a safe and happy environment. We encourage pupils and parents/carers to speak to any member of staff if they have any concerns. These concerns are listened to carefully, followed up, and updates are communicated, ensuring that every child feels supported and valued.

**What steps are taken to prevent disabled pupils from being treated less favourably than other pupils?**

As a primary school, we are committed to ensuring that disabled pupils are never treated less favourably than their peers by creating a nurturing, inclusive environment where every child feels valued and supported. Our staff receive regular training to understand pupil's needs and to recognise any barriers that may affect a child's learning or wellbeing. We review our classrooms, outdoor areas and routines to make sure they are accessible and welcoming. We make reasonable adjustments such as adapting activities, providing specialist resources or offering additional adult support.

We ensure that all children can take part in lessons, playtimes and school events with thoughtful planning to meet individual needs. We work closely with families and external professionals to tailor support. Our strong practices help protect children from discrimination.

**How do we support disabled pupils to access and participate in the curriculum?**

We offer a differentiated curriculum for all pupils which is adapted to suit their needs	We use resources tailored to the needs of pupils who require support to access the curriculum
The curriculum is reviewed on a regular basis to ensure it meets the needs of all pupils	All pupils, including those with a disability, are offered full access to enrichment activities such as trips and extra-curricular activities such as after school clubs.
Children's attainment and progress is tracked for all pupils, including those with a disability	Smart targets which are appropriate are set to ensure all pupils make progress

**How is the physical environment adapted to enable disabled pupils to fully participate in school life?**

Ramps to ensure access to all areas of the school	Wide corridors which are kept clear of obstructions
Disabled toilets	Furniture adaptation
Changing facilities	Disabled parking bay
Blinds at windows to reduce glare	Obstructions such as steps painted in bright yellow paint

### How are disabled pupils made aware of accessibility plans?

Our school uses a range of communication methods to ensure information is accessible.

Internal signage	Induction loops
Radio aids	Large print resources
Pictorial or symbolic representations such as Widget	iPads which connect to interactive whiteboards to enable pupils to enlarge images

### Which professionals and specialist practitioners are accessed by The Hawthorns Primary School?

The Hawthorns Primary School works in close partnership with other agencies.

If a need is identified, we have access to the following services. Referrals to these support services are subject to their own guidelines and timeframes.

- School Nurse
- Educational Psychology Service
- Learning Support Service
- Education Welfare Officer
- Occupational Therapy
- CAMHS
- Mental Health Support Team
- Speech and Language Therapist
- ASSIST – Autism Outreach Service
- Sensory Consortium for pupils with visual or hearing needs
- Foundry College – Behaviour support
- Addington Outreach
- Virtual Headteacher (at the Local Authority) for Looked After Children

### What are the arrangements for handling complaints about SEND provision?

We know that all parents want the best for their child and we will always seek to resolve any concerns quickly in line with The Circle Trust's Complaints Policy. Where parents have a concern, they should contact the class teacher in the first instance. In the unlikely event that this does not resolve the situation, then the SENCO and/or the Headteacher should be contacted.

### **What support services are available to parents?**

The SENCO is always happy to talk to parents/carers and signpost them to support services and organisations in the Wokingham area.

Wokingham [SENDIASS](#) is the Special Educational Needs and Disability Information Advice and Support Service:

Telephone: 0118 908 8233 email: [sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk)

Website: [Homepage](#)

Further support organisations can be located within Wokingham's Local Offer:  
[SEND Local Offer](#)

Appendix:

#### **Key Staff and at The Hawthorns Primary School:**

**Headteacher:** Ms Raha Razeghi

**SENCO:** Mr Brendan O'Shea

**SEND officer for the Local Authority:** Ms Mette Wegner

#### **School Contact Details:**

The Hawthorns Primary School,  
Northway, Woosehill,  
Wokingham, Berkshire,  
RG41 3PQ  
**Telephone:** 0118 979 1676

#### **School Email:**

**[office@hawthorns.wokingham.sch.uk](mailto:office@hawthorns.wokingham.sch.uk)**

#### **SENCo Email**

**[senco@hawthorns.wokingham.sch.uk](mailto:senco@hawthorns.wokingham.sch.uk)**

#### **The Hawthorns Primary School Website:**

**<https://www.hawthorns.wokingham.sch.uk/>**

## **Updates Based on Ordinarily Available Provision (OAP) Guidance**

### **Alignment with Ordinarily Available Provision (OAP)**

The Hawthorns Primary School is committed to the principles outlined in the Wokingham Borough Council's Ordinarily Available Provision (OAP) guidance and the SEND and Inclusion Strategy 2024–2029. We implement evidence-based strategies, including the Education Endowment Foundation's (EEF) '5-a-day' teaching strategies: scaffolding, explicit instruction, metacognitive strategies, flexible grouping, and the use of technology to support learning.

### **Leadership and Management**

The SENCO is part of the Senior Leadership Team (SLT) and SEND professional learning is embedded in the school's professional development programme.

### **Teaching and Learning**

Adaptive teaching is implemented through visual aids, scaffolding, alternative recording methods, flexible grouping, and explicit vocabulary instruction. Technology is used to support learning for pupils with SEND.

### **Assessment and Review**

The Assess, Plan, Do, Review (APDR) cycle is used consistently and reviewed at least three times per year. Reasonable adjustments for assessments, such as rest breaks, scribes, and extra time, are considered as part of everyday practice. For the end of KS2 national curriculum tests, we adhere to the STA access arrangements statutory guidance.

### **Partnerships with Families**

The SEND Information Report is reviewed annually. The school signposts families to the Wokingham Local Offer and encourages active involvement in decision-making.

### **Transition Support**

Daily transitions are supported with visual timetables and structured alternatives during unstructured times. Tailored transition plans for vulnerable learners include social stories, pre-visits and buddy systems.

### **Physical and Sensory Environment**

The school monitors and adapts sensory stimuli, provides access to sensory aids and low-arousal spaces, ensures physical accessibility, and uses assistive technology to support learning.

### **Pastoral and SEMH Support**

Strategies include emotion coaching, restorative conversations, safe spaces, use of the EBSA toolkit, structured emotional literacy programmes, and trauma-informed and relational approaches.

### **Support for Specific Areas of Need**

The school supports the four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Physical and Sensory
- Social, Emotional and Mental Health (SEMH)

Each area is addressed through targeted strategies and interventions as outlined in the OAP guidance.