SEND INFORMATION REPORT/SCHOOL BASED LOCAL OFFER 2026/27

Type of school	Mainstream
Primary School	**300 Places Main School** **Admissions for Main School via the local Authority.**

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:
1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:
www.royalgreenwich.gov.uk/localoffer

A. **PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:**

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? **And how can I talk to them about my child if I need to?**	**Class/subject teacher**	**He/ She is responsible for:** • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist support and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	The Special Educational Needs and Disabilities Co-Ordinator(SENDCO) (*Nicola Rowe*)	**She is responsible for:** • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing how they are doing; and part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are consistent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.

		• Supporting your child's class teacher to write Provision maps and Personal Learning Plans (PLPs) that specify the individual targets set for your child to achieve, • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Supporting the transition of all SEND children new to the school, or leaving the school. Supporting the transition of vulnerable pupils who need transition plans for moving to new classes. • Provide assessment evidence to support children who may need access arrangements for SATs Contacted by email on nrowe@hawksmoor.org.uk or on the schools main telephone number, 0208 3102140 Option 2
	***Teaching assistants may be allocated to some pupils with SEN* and or disabilities**	A teaching assistant (TA) may be allocated to support pupils with exceptional special educational needs and/or disabilities on an individual or group level. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and TAs on how a child's day has been and we do actively encourage this continued feedback.
	Trust Lead Jo Marchant **Headteacher** *James Thompson* **Inclusion Lead** Hannah Morgan	**They are responsible for:** • The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. • They must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND. **Contacted by:** Jo Marchant: jmarchant@endeavourpartnershiptrust.org.uk James Thompson: jthompson@hawksmoor.org.uk Hannah Morgan: hmorgan@endeavourpartnershiptrust.org.uk
	SEND Governor Quality of Education Team	**They are responsible for:** • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school

		• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. The governors can be contacted by calling the school's main telephone number and requesting a message to be left for the Quality of Education Team in regard to SEND.

B. **HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) **children will be at when receiving this input.**		**What would this mean for your child?**	**Who can get this kind of support?**
What are the different types of support available for children with SEN and /or disabilities in this school?	**Class teacher input via quality first teaching.**	The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task.	All children in school receive this.

	Specific small group work. This group may be • **run in the classroom or outside.** • **run by a teacher or (most often) a Teaching assistant who has had training to run these groups.** These are often called Intervention groups by schools. *(Stage of SEND Code of Practice:* ***SEN Support,*** which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.)	Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to close the gap between your child and their peers. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.	Any child who has specific gaps in their understanding of a subject/area of learning. Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called **SEN Support**, which means they have been identified by the class teacher as needing some extra support in school, after putting strategies in place at class level.

	Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups **AND/OR Individual support** for your child, as a guide of around 20 hours and below in school *Stage of SEN Code of Practice:* ***SEN Support,*** which means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service.	If your child has been identified as needing more specialist input instead of or **in addition** to quality first teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better. The specialist professional will work with your child to understand their needs and make recommendations, which may include: • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit • A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.	Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.

	Specified Individual support ***This is provided via an Education, Health and Care Plan (EHCP.***This means your child will have been identified by the class teacher/SENDCO as needing a **particularly high level of individual and small group teaching (**as a guide, 21 hours or more, in school), which cannot be provided from the resources already delegated to the school. Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS	The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk ● Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree to any additional information and evidence that should be included from you, other involved professionals and them. ● After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. ● If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEN Support. ● After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in	Children whose learning needs are: Severe, complex and lifelong Need, as a guide, 21 hours or more, in school.

		place to ensure your child makes as much progress as possible. • The EHC Plan will outline the individual/small group support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.	
How will we support your child with identified special needs starting at school?	• We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts • Your child's key person may make a home visit and also visit your child of they are attending another provision • We may suggest adaptations to the settling in period to help your child to settle more easily • If your child is starting Reception, we will do a home visit to see how we can best meet your child's needs. • You will be invited to a parent and child workshop if your child is starting Reception		
How can I let the school know I am concerned about my child's progress in school?	• If you have concerns about your child's progress you should speak to your child's class teacher/key worker initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or Headteacher. • If you are still not happy you can speak to the school SEN Governor.		
How will the school let me know if they have any concerns about my child's learning in school?	• When a teacher has concerns about your child's progress they will initially speak to you and outline what their concerns are and how they are supporting your child. • If targeted teaching has not met the child's needs, the teacher will raise this with the SENDCo. • Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. If your child is still not making expected progress the school will discuss with you: • Any concerns you may have • Any further interventions or referrals to outside professionals to support your child's learning • How we could work together, to support your child at home/school.		
	Our pupil's voices and opinions are always valued at Hawksmoor and this is seen as an important part of school life.		

How do we ensure that the views of your child (and other children with SEND in the school) **are used to plan for them and for SEND within our school?**	• When devising EHC plans, PLPs or holding annual reviews pupils are involved in this process (children are encouraged to be an active part through using their voice, through class observation, conversations with adults that work closely to them or for pupils or tools such as talking mats or PECS). • School council provides a vessel for pupil voice and enabling them to make decisions.
How is extra support allocated to children and how do they move between the different levels?	The school budget, received from Greenwich LA, includes money for supporting children with SEN. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The Leadership team and the SENDCo discuss all the information they have about SEN in the school, including: • the children getting extra support already • the children needing extra support • the children who have been identified as not making as much progress as would be expected • decisions regarding what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with SEN in this school?	**Directly funded by the school**	• Social Communication Project Support Worker • Additional Speech and Language Therapy input to provide a higher level of service to the school • Educational Psychology input to provide a higher level of service to the school • Counselling • Play Therapy • Emotional Literacy Support Assistants (ELSA)

	Paid for centrally by the Local Authority but delivered in school	• Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • STEPS (assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia) • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Waterside Behaviour advice service • SENDIASS Service (to support families through the SEN processes and procedures) • Greenwich Inclusion Service for children requiring a PSP • CENMAC (technology support) for children with an EHCP who have specific needs
	Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	School Nursing Team Occupational Therapy Physiotherapy CAMHS Outreach Greenwich Mental Health in Schools Team (GMHST) Music Therapy (for pupils with a diagnosis of an ASD)
	Voluntary agencies	National Autistic Society MENCAP Greenlights Project
How are the adults in school helped to work with children with an SEND and what training do they have?	The SENDCo's job is to support the class teacher in planning for children with SEN. • The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans. • Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCo.	

How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)	• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. • Specific resources, scaffolding and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer. • Use of appropriate technology to access the learning
How will we measure the progress of your child in school? And how will I know about this?	• Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and your child will be recorded as working above, at or below national expectations for their year group in reading, writing, maths and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • If your child is in Year 1 and above, but is not yet working at national expectations for their year group, your child will be recorded in the year group they are working at on the school's assessment system. Assessments show how much progress or not your child has made. • At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally. The previous Key Stage 1 SATS are now optional from the 2023/2024 academic year. • Some children at SEN Support and with an EHC Plan will have additional targets (or a PLP) which will be reviewed with your involvement, every term and the plan for the next term made. The progress of children with an EHC Plan are also formally reviewed at an Annual Review with all adults involved with the child's education. The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in, and through tracking their progress through levels of the National Curriculum. A range of ways will be used to keep you informed, which may include: • Home/school book • Letters/certificates sent home • Parents meetings and additional meetings as required • Copies of your child's PLPs sent home and annual school reports • Additional meetings as required

How will we make arrangements to ensure that the social emotional needs of your child are met in school?	• The school has consistent provision for behaviour, pupil safety and safeguarding, and pastoral care with an exceptionally positive ethos where the achievement of all pupils is equally valued and difference celebrated. All children are taught to be polite, behave responsibly, show each other respect, and to be friendly and considerate especially towards children with SEND. Pupils' spiritual, moral and social and cultural development is consistently promoted within the school values through all areas of the curriculum. • Clear expectations, a consistent timetable and regular routines provide the predictable environment which helps SEND children feel emotionally safe and secure. Our caring and committed staff provide excellent pastoral care, listening to and guiding pupils. • Staff consistently apply an agreed whole school policy for managing behaviour using positive strategies and rewards balanced with clear and proportionate sanctions and our effective anti-bullying procedures. While clear boundaries support most pupils with SEND, some are provided with a specific, tailored reward programme. • The school has very clear safeguarding and child protection procedures, taking a robust approach to ensuring children's well-being. We have an allocated link worker from CAMHS to support and advise staff to meet the social and emotional needs of children and their families. • A few children may need additional individualised support with their emotional needs and these will be discussed with parents. If agreed these children may receive a block of 1:1 counselling or Emotional Literacy Support Assistant (ELSA) time.
How is our school made accessible for students with SEND?	We have equally high expectations for all pupils in our school but acknowledge some children need more help to achieve them. • Our curriculum is planned, scaffolded and adapted to meet the full range of needs and abilities of our pupils, enable all pupils to access the learning and to succeed, and to support pupils with SEND make excellent progress. • We provide pupils with SEND with the additional or specialist resources, IT and equipment they need to learn effectively. • Every year group has at least 1 trained and skilled Teaching Assistant. • Each class offers targeted intervention where needed to meet the specific needs of pupils including speech and language early intervention groups which are run from Reception upwards. • Staff benefit from expert advice and training from a range of external agencies. • We provide assisted technology for any child who may need this by referring them to CENMAC.
How does our school make special arrangements for looked after Children (LAC) with SEND?	• The SENDCo or Safeguarding Lead consults with the 'virtual school' as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child. We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes. • The SENDCo ensures that training and policies are supportive of looked after children with SEND. • The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.
	• Some of our classrooms are accessible for pupils with SEND to work in and have enough space for wheelchairs and mobility aids. They also have sufficient space for individual work stations e.g. for those with ASD who need a stimulus-reduced environment. But many are

How have we made this school physically accessible to children with SEND?	too small to allow full movement round them for a wheelchair user with 30 children in. We take individual pupils into account when choosing classrooms for the new academic year. • The majority of the school is accessible to children with physical disability via ramps to the main entrances throughout the building and we have toilets adapted for disabled access where possible. We have also got a portable ramp to improve access to outdoor areas. • We ensure that equipment used is accessible to all children regardless of their needs and provide additional or different furniture e.g. tipping or adjustable height tables, chairs and other equipment according to individual children's needs. • We have a sensory room and sensory circuit room to support pupils with sensory needs.

How will we support your child when they are leaving this school? OR moving on to another class?	We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is a smooth as possible. • If your child is moving to another school, we will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school, information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All PLP's will be shared with the new teacher. • If your child would be helped by a book to support them understand moving on then it will be made for them. • For Year 6, the SENDCo will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCo of their secondary school, and the specialist session for students with an ASD, as appropriate. Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Further Information can be found
The Royal Borough of Greenwich Local offer for children and young people with SEND: https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0 **Greenwich SEND Outreach Services:** https://servicestoschools.royalgreenwich.gov.uk/services/sendoutreach **The school Pupil Premium information:** https://www.hawksmoor.org.uk/ **The school SEND Policy:** https://www.hawksmoor.org.uk/ **The school Anti Bullying Policy:** https://www.hawksmoor.org.uk/ **School Accessibility Plan:** https://www.hawksmoor.org.uk/

GLOSSARY OF TERMS	
IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENDCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder