

Little Hadham Primary School
'Believing and Achieving'

SEN Information Report

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The school regularly uses a wide range of assessment systems to identify pupils who may need extra support. This information is shared with parents during termly Parent Consultation Evenings or sooner if needed. If additional support is required, a One-Page Profile will be created, outlining the child's strengths, needs, and strategies to help them succeed. This will be reviewed with both the pupil and parents at least termly, with the SENCo involved at all stages.

We operate an Open Door Policy, so if you have concerns about your child's needs, please contact the school office to arrange a meeting with the class teacher, SENCo, or Headteacher.

1. How will school staff support my child?

Support for your child will be tailored to their individual needs, ensuring they receive the right help to thrive. Depending on their requirements, experienced teachers and Teaching Assistants will work together to plan and deliver appropriate support. This will be guided by a One-Page Profile, which highlights your child's strengths, what is important to them, and the best strategies to support their learning and well-being.

If your child has an Education, Health, and Care Plan (EHCP), their provision will follow the specific targets and strategies outlined within it.

The SENCo will oversee this process, ensuring that support is effectively implemented, regularly reviewed, and adapted as needed. Parents will be kept informed and involved in discussions about their child's progress and any adjustments to their support plan.

2. How will I know how my child is doing?

Parents will receive regular updates on their child's progress through parent consultation meetings, school reports, and informal discussions with the class teacher.

In addition to the scheduled parent consultation meetings with the class teacher, parents are welcome to book an additional meeting with the SENCo if they have any further concerns, queries, or require an update on their child's progress and support. This option is available to parents of all children, not just those with identified SEN.

3. How will the learning and development provision be matched to my child's needs?

The school provides tailored support to meet each child's individual needs, whether they require help with emotional, physical, social, or learning development. This support is guided by their One-Page Profile, which outlines their strengths, what is important to them, and the best ways to help them succeed.

Teachers and support staff will adapt lessons, resources, and teaching strategies to ensure learning is accessible and engaging. This may include small group work, one-to-one support, specialist interventions, or adjustments to the curriculum.

If needed, the school may seek advice from external professionals, such as educational psychologists, speech and language therapists, or occupational therapists, to provide further guidance on the best support strategies.

Regular reviews will take place to ensure that your child's provision remains effective and is adjusted as needed to promote their progress and well-being. Parents will be involved in these discussions to ensure a collaborative approach to their child's development.

4. What support will there be for my child's overall wellbeing?

Our school is committed to inclusive practice and creating a nurturing environment where every child feels valued, listened to, and supported. We promote emotional well-being, resilience, and self-confidence by ensuring children have opportunities to share their thoughts and feelings in a safe and supportive setting.

Support is tailored to individual needs and may include pastoral support, mentoring, social skills groups, or emotional regulation strategies. Staff work closely with pupils to help them develop confidence, independence, and positive relationships.

Where additional support is needed, we may involve external professionals such as play therapists, or family support workers. Our approach focuses on care, challenge, and creativity, helping every child to achieve their full potential while feeling safe, happy, and included.

5. What specialist services and expertise are available at or accessed by the school?

Our school has extensive experience in working with specialist external agencies to ensure that pupils receive the appropriate support and provision for their individual needs. We collaborate with professionals such as:

- Educational Psychologists – to assess learning needs and provide tailored strategies.

- Speech and Language Therapists (SaLT) – to support communication and language development.
- Occupational Therapists – to assist with sensory and physical development.
- CAMHS (Child and Adolescent Mental Health Services) – for emotional and mental health support.
- Specialist Advisory Teachers – for specific needs such as autism, dyslexia, or hearing/visual impairments.

These services are accessed as needed, with referrals made in consultation with parents to ensure the right level of support for each child.

6. What training have the staff, supporting children and young people with SEND, had or are having?

Our staff receive ongoing training to ensure they can effectively support children with SEN. The SENCo plays a key role in overseeing provision and stays up to date with best practices by attending termly SEN Cluster and Network meetings, where expertise and strategies are shared.

Teachers and Teaching Assistants regularly participate in specialist training sessions covering areas such as:

- Autism awareness and strategies
- Speech, language, and communication support
- Dyslexia and literacy interventions
- Social, emotional, and mental health (SEMH) strategies
- Sensory processing and physical needs support
- Supporting children with ADHD

Training is continuously updated to reflect the latest research and approaches, ensuring that all staff can provide high-quality, inclusive support tailored to each child's needs.

7. How will you help me to support my child's learning?

We believe that a strong partnership between home and school is essential in supporting your child's learning. A One-Page Profile will be shared with both pupils and parents, outlining your child's strengths, needs, and the best strategies to support their progress.

Parents will be provided with guidance, resources, and practical strategies to help reinforce learning at home. This may include:

Suggested activities tailored to your child's needs.

- Advice on supporting literacy, numeracy, and communication skills.
- Strategies for developing independence and confidence in learning.
- Signposting to additional resources, workshops, or external support services.

- Regular meetings and discussions with the class teacher and SENCo will ensure that parents feel informed, involved, and equipped to support their child's development.

8. How will I be involved in discussions about and planning for my child's education?

We value parental involvement and ensure that you are fully included in discussions about your child's education. At least termly SEN Review meetings are held to discuss progress, support strategies, and any necessary adjustments to provision.

In addition to regular Parent Consultation Evenings with the class teacher, parents can book additional meetings with the SENCo if they have further concerns, questions, or need more detailed discussions about their child's needs and progress.

During these meetings, we will review and update your child's One-Page Profile, ensuring it accurately reflects their strengths, needs, and the best ways to support them both at school and at home. We also welcome open communication throughout the year and encourage parents to reach out whenever they feel additional support or guidance is needed.

9. How will my child be included in activities outside the classroom including school trips?

As a fully inclusive school, we are committed to ensuring that all children have access to extra-curricular activities, school trips, and wider learning opportunities wherever possible.

We carefully plan and assess each activity to make any necessary adaptations, support arrangements, or risk assessments to ensure all pupils can participate safely and confidently. This may include:

- Providing additional adult support where needed.
- Making reasonable adjustments to activities or locations.
- Working closely with parents and pupils to identify any specific requirements.
- Using the One-Page Profile to guide individual support needs.

If you have any concerns about your child's participation in activities outside the classroom, we encourage you to discuss these with the class teacher or SENCo, so we can work together to ensure they have a positive and inclusive experience.

10. How accessible is the school environment?

Our school is committed to providing an inclusive environment, but due to the

age of the building—originally built in 1861 with later additions—accessibility varies across different areas.

We make reasonable adjustments wherever possible to support pupils with physical disabilities, including alternative arrangements for classroom locations and access to learning resources.

The school works closely with parents, external agencies, and professionals to ensure that individual accessibility needs are met.

If you have specific concerns regarding access, we encourage you to contact the school so that we can discuss possible solutions to support your child's needs.

11. Who can I contact for further information?

Please contact the school office to arrange an appointment with the Head/SENCO.

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We understand that transitions can be a significant time for children and their families, and we are committed to making these changes as smooth and supportive as possible.

- Transition sessions are organised as standard practice to help children familiarise themselves with their new environment, routines, and key staff.
- Where needed, additional transition sessions can be arranged, providing extra support for children who may find change more challenging.
- For children with SEN or additional needs, we use their One-Page Profile to ensure that receiving teachers and schools have a clear understanding of their strengths, needs, and best support strategies.

We work closely with parents, secondary schools, and external professionals to create personalised transition plans, which may include extra visits, social stories, visual timetables, or buddy systems.

13. How are the school's resources allocated and matched to children's special educational needs?

The school receives a designated amount of SEN funding as part of its annual budget, which is used to provide appropriate support and resources for children with Special Educational Needs.

Where additional support is required beyond the school's standard provision,

the school can apply for extra funding through the Local High Needs Funding (LHNF) Cluster to ensure children receive the necessary resources to help them succeed.

Decisions about resource allocation are made in consultation with parents, the SENCo, and external professionals, ensuring that support is effectively tailored to each child's needs.

14. How is the decision made about how much support my child will receive?

The level of support your child receives is determined by their individual needs and the resources available within the school. Support is allocated based on:

- Assessment of need – using teacher observations, school assessments, and input from parents and external professionals.
- One-Page Profile and SENCo involvement – to ensure support strategies are tailored to your child.
- School resources and staffing availability – ensuring the most effective use of SEN provision.
- External funding – where additional support is required, the school may apply for Local High Needs Funding (LHNF) or access specialist services.

Support is regularly reviewed to ensure it remains appropriate and effective, with adjustments made as needed in collaboration with parents, teachers, and the SENCo.

15. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The [Local Offer](#) can also be found on the school's website.

Hannah Martin (SENCo)
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