Haberdashers'
Hatcham Primary

Haberdashers' Hatcham Primary SEND Information Report 2026-27

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Haberdashers' Hatcham SEND Information Report

Our commitment to Inclusion

At Haberdashers' Hatcham Primary, we strive to enable every child to flourish so that they can be successful in their lives. Our staff set high expectations of all children and work tirelessly provide appropriate support to remove any barriers to a child's learning with a view to enabling them to meet their full potential. We are passionate about enabling all children to find what they excel at and to achieve all they can regardless of background, starting point or need.

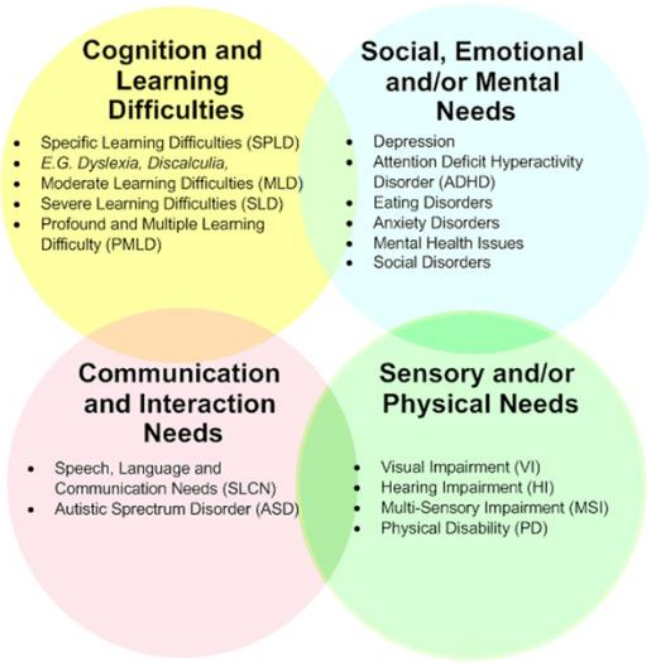
SEND Contact Information- Key Staff

All staff in school have a responsibility to support children with SEND. There are a range of adults in school that you can contact to discuss your child's needs:

1. Your child's **Class Teacher**
2. **The SENCO:** Mr Nathan Lyons: n.lyons@habstrustsouth.org.uk
3. **Vice Principal:** Miss Marine McDonald: m.mcdonald@habstrustsouth.org.uk
4. **The Principal:** Miss Emily Gyimah: e.gyimah@habstrustsouth.org.uk

What types of SEND does the school support?

Haberdashers' Hatcham Primary is a mainstream, inclusive school where staff are trained to meet the needs of children in the following areas (as outlined in the SEND Code of Practice 2015)



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the SEND Code of Practice (2015): SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

How do we identify children with SEND?

We have rigorous monitoring in place to track the progress our children make in all areas of the curriculum. Staff are trained to promptly raise concerns through regular assessments of progress for all pupils. Some of the ways we identify SEND are as follows:

- Through information passed between settings during transitions
- Baseline assessments
- Ongoing teacher assessments
- Observations
- Progress tracking
- Work samples/ book looks
- Attendance and wellbeing information
- Discussions with parents and guardians
-

Where an additional need is identified, we adopt a graduated approach:
This means that we:

- **ASSESS**
  Assessing the need to understand the barriers to learning

- **PLAN**
  Planning appropriate provision to meet this need through conversations with parents and students and planning boosters/interventions based on the data from assessments and reviewing Quality First Teaching Strategies that have been implemented.

- **DO**
  Skilfully delivering the relevant intervention/provision with guidance form the SENCo when appropriate

- **REVIEW**
  Reviewing the impact of the intervention/provision

How do we work collaboratively with parents and guardians?

Haberdashers' Hatcham Primary acknowledge the importance of both parent and pupil voice. We know that parents are well placed to inform teachers about the needs of their child and we value this input.

At Haberdashers' Hatcham we ensure that:

- Parents are encouraged to speak to the class teacher in the first instance or SENCo where they have concerns about their child.
- Parent meetings take place with the SENCo or class teacher to review progress and wellbeing
- Every effort is made to ensure that parents/guardians know what they can do at home to support learning at school.
- Meetings with outside agencies take place to review targets set and the progress of your child
- Parent consultations take place each term
- To help parents support their child at home we host a number of parent workshops across the year to help parents understand aspects of the curriculum and how to help their children in this area at home.
- We hold a termly parent coffee morning for parents and guardians of children with SEND.

How is pupil voice promoted for children with SEND?

Pupil voice is central to our ethos. We promote pupil voice by:

- Taking a child centred approach to planning and reviewing SEND provision (in line with the SEN Code of Practice).
- Including children in the discussion when targets are set
- Ensuring we collect student voice and views when the provision is reviewed.

Where possible children participate in their Annual Review of their Education, Health and Care Plan.

What support is available at Hatcham Primary School?

All teachers are responsible for the progress of all children in their class.

The high quality, universal offer is the first step in providing an inclusive experience for all children. We call this *Quality First Teaching*.

Support for **all children** will include:	For those children where an **additional barrier to learning** has been identified, support for some children may then include:	
Universal provision: • Clear classroom routines and expectations • Use of visual supports • High quality adaptive teaching • Explicit teaching • Scaffolding- to enable access for all with varying degrees of support • Flexible grouping • Use of technology and digital tools as appropriate	**Targeted provision:** • Small group intervention • Reading support • Phonics support • Attention Bucket intervention • Maths/ Numeracy support • ELSA intervention • Draw & talk Intervention • Lego Therapy intervention • Social Skills groups • Sensory circuits Our internal intervention offer is continually reviewed and adapted in line with the needs of the children in the school.	**Specialist Support:** This may include collaboration with external agencies and could include support from: • Educational Psychology • Children and Adolescent Mental Health Service (CAMHS) • Community Paediatricians • Occupational Therapists • School Nursing team • ASD specialist team • Speech and Language service (Love to communicate) • Support partners from Lewisham's Early Intervention Team • Lewisham Mental Health service team

We have a Speech and Language Therapist in school each term to support children with speech, language and communication needs.

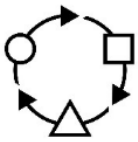
We also work closely with the Local Authority to bring in additional agencies (as listed above) to support children with SEND. We maintain yearly service level agreements to provide access to appropriate professionals.

What support is available for children with SEND during examinations?

Children with SEND will have their assessment needs met by determining which access arrangements best suit the needs of the child. These access arrangements must be the child's normal way of working.
This may include:

- Additional time
- Having a scribe
- Use of assisted technology/laptop
- Rest breaks
- Having a reader

How do we adapt teaching and the learning environment for children with SEND?



All teachers are responsible for the development and progress of all children in their class. Our teachers aspire to deliver high-quality teaching to ensure that all children are able to access a broad and balanced curriculum at all times. They work hard to challenge children setting high and aspirational expectations.

The curriculum is designed to be inclusive for all and is adapted where learners have varying learning styles and needs to ensure all barriers to learners achieving their full potential are removed. The universal offer of quality first teaching is our first step in responding to a child's needs.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to the child.

Additional adaptions in the classroom may include some of the following. Please note this is not an exhaustive list:

- Providing additional resources to support sensory challenges e.g. Ear defenders, "Move and sit" cushions, chewable necklaces, fidget toys
- Providing additional resources to support motor skills e.g. Pencil grips
- Pre-teaching of key vocabulary
- Providing longer processing times
- Use of work individual workstations
- Use of creative resources and manipulatives to support pupil engagement
- Use of assistive technology
- Additional adult support- where appropriate
- Alternative ways of recording work

How do we assess and review pupil progress?

Through on-going assessment and observation, all teachers are very clear about where all the children are in terms of their learning and can therefore plan the next steps in learning. The class teacher undertakes regular formal and informal assessments of the children to best understand areas of strength and areas for next steps.

The SENCo and Senior Leadership Team oversee the additional interventions that are in place. A range of assessment tools are used to monitor and track the children's progress. Data generated from these assessments is analysed and enables us to track progress and ascertain if a child is making expected, better or lower than expected progress. Progress is monitored throughout the year and next best steps and appropriate provision is planned accordingly.

SEN Pupil Passports are reviewed termly together with children and parents. When appropriate, targets from relevant professionals involved are included in these plans

How does the school evaluate whether the support in place is helping my child?

We regularly track the effectiveness of interventions in place for your child in the following ways:

- Through reviewing their progress against targets at regular intervals
- Through ongoing monitoring by the SENCO
- Through liaison with key staff/ the child/ parents and guardians
- Through use of our Provision mapping software to ensure value for money and impact
- Through annual review process (where an EHCP is in place)

How will the school ensure my child is included in activities alongside children who do not have SEND?

- At Haberdashers' Hatcham provision is made for pupils with SEND so that they can be included in all the activities (where possible) offered to those children without SEND. Risk assessments are made when adaptations are required and strategies are put in place so that engagement is possible by all children.
- We run many after school clubs across the school and children with SEND are encouraged to attend. Provision can be put in place to support the child's access to these clubs should they need it.
- No child is ever excluded from taking part in these activities because of their SEN or disability. We have a commitment to ensuring reasonable adjustments are in place to ensure that all children are included.

How will the school support my child's mental health and social and emotional development?

We recognise that some children have extra social and emotional needs that need to be developed and nurtured. These needs can manifest themselves in many ways: behaviour, anxiety, withdrawing, isolation etc. It is important that we work with these children and support them in developing their social, emotional and mental wellbeing. We do this in the following ways:

- Every member of staff has responsibility for the pastoral care of every child and staff receive regular training to support children with social and emotional needs.
- In addition, our inclusion team know children well and are able to undertake relevant interventions to support children with additional needs in this area.
- We have a partnership with Lewisham Mental Health Support Team who support us with training our staff, families and children.
- Regular assemblies look to celebrate episodes of success children have made in their personal development, for example episodes of good turn taking or particular kindness.
- Our Behaviour and Anti-Bullying policies includes guidance on expectations, rewards and sanctions is fully understood and implemented by all staff. It is reviewed annually and shared with parents. We hold an Anti-Bullying Week and a themed week which focuses on British Values.
- We regularly monitor attendance and if there are any concerns our Educational Welfare Officer supports parents to improve their child's attendance.
- We will seek external professional help when needed from CAMHS and our link Educational Psychologist
- We value pupil voice and hold a school council forum which encourages this.
- We have a Wellbeing charter created by the Wellbeing leaders

- We offer Emotional Literacy Support Groups (ELSA) in collaboration with outside agencies such Mental Health in Schools Team (MHST), and provide services such as Zones of Regulation, Draw and Talk, Lego Therapy.

What are the arrangements for children with SEND when transferring between phases and/or to the next stage of education?

Transitions can be difficult for children in general but can be even more difficult for children with SEND. At Haberdashers' Hatcham, we take transition seriously to ensure it is as smooth as possible.
For those children **entering EYFS** we will:

- Liaise with the SENCo to gather a comprehensive profile of the child
- Host stay and play sessions to introduce children to the school and to give staff an opportunity to get to know the children
- Provide transition booklets
- Arrange a phased transition for children with SEND can be timetabled if required
- Undertake home visits

For children **moving between classes/ year groups**, we will:

- Ensure all relevant information is passed between class teachers via the SEN Support Plans
- Ensure planning meetings take places with the new class teachers before the start of the academic year, where required
- Provide additional visits to the new classroom, if required

For children moving to **Secondary school**, we will:

- Pass all relevant SEND information to the new Secondary setting
- Arrange additional visits to the Secondary setting, where required
- Attend the Borough wide Secondary Transfer of Information day where information about children's needs are shared across settings
- Work with the new setting to ensure that additional visits are arranged, where appropriate
- Ensure that we involved external agencies to support the move, where appropriate

As we have a sister Secondary school, the primary and secondary SENCo work closely together to support the transition of pupils transferring from primary to secondary. They have the opportunity to meet pupils and staff from secondary as well as making additional visits.

For children **moving to or from another setting** before Year 6, we will:

- Contact the new/ current school SENCo and ensure that they know about any special arrangements or support required
- Ensure that all records about your child are passed on to the new setting as soon as possible or requested from the setting they are transferring from

How do we support staff training and expertise?

We have a strong commitment to professional development and training. All of our staff receive regular training, and all teachers hold Qualified Teacher Status. Our approach to staff development is as follows:

- We regularly invest in staff training to ensure there is high quality teaching in all classrooms.
- The training delivered to staff is informed by the School Development Plan.

- Staff meet weekly which affords the opportunity for staff to be kept abreast of any new developments/initiatives relating to SEND.
- Staff training relating to SEND and Inclusion is planned in line with the needs of the school and national context

How do we support accessibility?

We value and respect diversity in our setting and do our very best to meet the needs of all our learners.

Details of our accessibility plan are provided on our website: https://www.habshatchamprimary.org.uk/docs/htg_policies/Hatcham_Primary_Accessibility_Audit_and_Plan.pdf

Where can I get additional support and details of the local offer?

There are lots of different organisations, networks, support groups and charities that offer advice, support and information for families in Lewisham. Please find details below of key links and organisations:

- Lewisham Local Offer: Lewisham Council - Lewisham SEND and Local Offer
- Lewisham SENDIASS: Lewisham SENDIASS - Kids

What are the arrangements for handling complaints related to SEND provision?

Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see the SENCo or Phase Leader/Assistant Principal, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, our complaints procedure is provided at: https://www.habstrustsouth.org.uk/Policies/Federation/

Admission of children with a disability

The term "disability" under the Equality Act 2010 refers to if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Our admissions policy is provided on our website: https://www.habshatchamprimary.org.uk/docs/htg_policies/Hatcham_Primary_Admissions_Policy_2027-2028.pdf

Relevant legislation and guidance

This information report is based on the following:

- SEND Code of Practice (2015): Special Educational Needs and Disability (SEND) Code of Practice

- Children & Families Act 2014: Part 3 of the Children and Families Act 2014
- The Special Educational Needs & Disability Regulations 2014: The Special Educational Needs and Disability Regulations 2014