



# Hatch Ride Primary School

Part of the Corvus Learning Trust

## **Our SEND Information Report**

to meet the needs of pupils with Special Educational  
Needs and/or Disabilities

To be read in conjunction with our SEND Policy

Last reviewed May 2026



## At Hatch Ride Primary School, we:

- Appoint a Special Educational Needs and Disabilities Coordinator who is a qualified teacher, has the National Award in Special Educational Needs Co-ordination and is part of the senior leadership team.
- Ensure that all children receive inclusive, high quality teaching. We have a small school, supportive ethos and believe that all teachers are teachers of SEND.
- Identify children with Special Educational Needs and/or Disabilities quickly and ensure that provision is put in place to meet their needs, in accordance with the SEN Code of Practice.
- Follow a cycle of 'assess, plan, do review', which leads to an ever-increasing understanding of the children's needs and how to address them.
- Recognise parents as key partners in their child's education. We communicate and work closely with parents, our local governing body, Corvus Learning Trust and other external agencies to support the needs of the children.
- Invest in whole school and targeted training for staff to ensure that they have up to date knowledge and expertise in SEND.
- Support children in their transitions between year groups, schools and consider ways that we can help to prepare them for adulthood.
- Publish our SEND Policy on our website, which should be read in conjunction with the SEND Information Report.



## Our Commitment and aspirations

### **“Giving all our children the passion to dream big, aim high and make a difference”**

Hatch Ride Primary School is an inclusive, nurturing school, with high aspirations for all children. We strive for all children to reach their potential personally, socially, emotionally and academically, regardless of gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

This document is intended to provide you with information regarding the ways we support children with Special Educational Needs and/or Disabilities at Hatch Ride. It does not contain an exhaustive list of every skill and technique we deploy, as these are continuously being modified and personalised to meet the needs of individual children at our school.

A child is identified as having a Special Educational Needs and/or Disability if they have a learning difficulty which calls for provision which is **additional to** and **different from** that normally available to children of the same age. We believe in a ‘whole school’ approach to supporting children, centered on the class teacher. We use specific interventions of support and Individual Learning Journeys (ILJs) to provide and monitor additional support and support progress. We listen to the views of the child, parents and other multiagency professionals and work collaboratively to ensure the best possible outcomes for the child. We work hard to ensure reasonable adjustments are made to overcome barriers to learning. Continuing professional development is key to ensuring all teachers and learning support assistants have the relevant knowledge and expertise for supporting children with SEND.

### **What is the SEN Register?**

The SEN Register is an internal school record, which identifies students with Special Educational Needs. All students who have been identified as having sustained Special Educational Needs will be registered on the school SEN register at School Support (K) or as having an EHCP (E).

## What qualifies a student being placed on the SEN Register?

If ordinarily available provision is not providing sufficient support to enable progress, then further investigation in relation to SEND support may be required. The code of practice (2015) states that special educational needs refers to those learners who have “**significantly greater difficulty in learning than the majority of others of the same age**” and for those who require a “**special educational provision to be made**” for them. The code also refers to those who have a disability which can make it more difficult for them to make use of the educational facilities available to their peers.

If a student is recorded on the SEN register they will be in receipt of targeted school interventions and/or accessing a specialist intervention. Their progress will be monitored through an individual learning journey (ILJ) and will be reviewed termly at the school’s SEND ILJ review meetings on a termly basis.

### Can students move off the register?

The SEN register is reviewed on a termly basis and is updated in accordance with the school’s internal monitoring systems. The register is seen as a fluid document and children are able to be placed on and moved off it, following on from discussions with parents/carers and class teachers.

## Further information

The Wokingham SEND Local Offer [SEND Local Offer \(wokingham.gov.uk\)](https://www.wokingham.gov.uk/SEND-Local-Offer)

Wokingham Ordinarily Available Provision guidance [Ordinarily Available Provision](#)

## Useful Links

SEND: guide for parents and carers [SEND: guide for parents and carers - GOV.UK](#)

Impartial, confidential and free information, advice and support can be obtained from SENDIASS: [0118 908 8233](tel:01189088233) or Email: [sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk)

SEND Voices Wokingham Guide A quick and easy guide for parents & carers of children with Special Educational Needs and/or Disabilities (SEND) [SEND-VOICES-BOOKLET-A5-DIGITAL \(3\).pdf \(sendvoiceswokingham.org.uk\)](#)

## Leadership of SEND Provision

Our SENDCo Mrs Flavin coordinates support and interventions across our school; working closely with staff, parents and other agencies. She will ensure provision is made in accordance with the SEN and Disability Code of Practice.



The Code sets out the following expectations:

- High quality teaching for all pupils.
- Class teachers are responsible for planning the curriculum and assessing your child's progress.
- Effective assessment and target setting, which identifies pupils making less than expected progress.
- Where progress continues to be less than expected, the class teacher, working with the SENDCo, will assess whether the child has a Special Educational Need or Disability (SEND).
- Where a SEND is identified, the school will work in partnerships with parents/carers and the child to work through a four-step graduated response: assess, plan, do and review. This process is cyclical and involves termly reviews leading to revisions in plans and interventions.
- The school will continually monitor and evaluate the effectiveness of its provision for pupils with SEND.
- Where a pupil is reaching a point of transition (i.e. from Primary to Secondary school) the school will work with parents, the child and the next setting to ensure a smooth and successful transition. This also applies to transitions between year groups within the school.
- Where there is sufficient evidence that a pupil's needs are still not being met through the Ordinarily Available Provision (Wokingham guidance [Ordinarily Available Provision - guidance for schools](#)), delivered via the graduated response, and school's own resources (including funding), a decision may be reached to request a Local Authority assessment for an Education and Health Care plan (EHCP). EHC plans are required by pupils who have a significantly greater difficulty in learning than the majority of others of the same age and where the resources required to meet their needs cannot reasonably be provided from the resources normally available to a mainstream school.
- Education Health and Care Plans are integrated support plans for children and young people with SEND from 0-25. The EHC plan will specify and coordinate additional funding and provision. The plan is focused on achieving outcomes and helping children make a positive transition to adulthood, including paid employment and independent living.

## Who could I talk to about my child's SEND?

- **Class Teacher** – responsible for;

Planning the curriculum and assessing your child's progress. Accessing, planning, implementing and reviewing Individual Learning Journeys (ILJs) and interventions of support.

[admin@hatchride.wokingham.sch.uk](mailto:admin@hatchride.wokingham.sch.uk) or School Office - 01344 776227

- **Mrs H Flavin, SENDCo** – responsible for;

Coordinating support and provision across the school, communicating with parents and carers, liaising with multi-agency professionals involved in supporting your child and holding annual reviews for children with Education Health and Care Plans.

[sendco@hatchride.wokingham.sch.uk](mailto:sendco@hatchride.wokingham.sch.uk)

- **Ms J Sparrowhawk, Headteacher** – responsible for;

All day to day aspects of running the school and determining the strategic development of the school for all pupils. The Head is responsible for reporting all aspects of SEND to the local governing body education and outcomes committee.





- **Mrs H O'Connell, SEND Governor**



## How will I know how well my child is doing at school?

At Hatch Ride we have:

- An open-door policy – Parents and Carers are always welcome
- Strong partnerships between parents, carers and teachers, with regular communication. This may be through telephone conversations, emails, home-school books or meetings as required.
- Meetings or other forms of communication with the SENDCo Mrs Flavin whenever required.
- Termly reviews of Individual Provision Map (IPM) targets with the class teacher.

**What are the different types of support that may be available for children at this school?**

Area of Need	Whole School ethos and practice	Additional support to meet the needs of some children who may or may not have an EHCP
<p>Cognition and Learning</p> 	<ul style="list-style-type: none"> <li>• High quality first teaching</li> <li>• Continual Professional Development of teachers and teaching assistants</li> <li>• Inclusive learning environment</li> <li>• Adaptation of the curriculum and teaching</li> <li>• Teaching resources are accessible and appropriate</li> <li>• Multisensory approach to learning</li> <li>• Interactive environment</li> <li>• Pre and post teaching of skills, knowledge and vocabulary</li> <li>• Twinkl Phonics Daily Catch Up</li> <li>• Precision teaching</li> <li>• Zones of regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum adapted to meet the needs of pupil</li> <li>• Targeted intervention programmes detailed in individual provision maps (IPMs)</li> <li>• Children and parents are involved in target setting</li> <li>• Specific and measurable interventions that support transferable skills into the classroom and demonstrate impact</li> <li>• Access to ICT equipment and alternative forms of recording</li> <li>• Access to small group teaching and learning groups</li> <li>• Additional class LSA support</li> <li>• Additional specialist teaching support</li> <li>• Educational Psychology assessment and advice</li> <li>• Learning Support Service advice - Bracknell</li> <li>• Lexia online programme</li> <li>• Twinkl Phonics interventions – Daily for KS1 and Code Breakers for KS2</li> <li>• Phonic book series such as Moon Dogs</li> <li>• Precision teaching</li> <li>• Stareway to spelling</li> </ul>
<p>SEMH (Social, Emotional and Mental Health)</p> 	<ul style="list-style-type: none"> <li>• A positive, supportive and nurturing environment</li> <li>• Nurture time with trusted adults</li> <li>• Professional development for staff – including specific Nurture training for some staff members</li> <li>• Growth mindset ethos</li> <li>• PSHE curriculum - Jigsaw</li> <li>• Transition support between year groups and when moving onto Secondary school</li> </ul>	<p>Interventions are planned, implemented and reviewed</p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Social stories</li> <li>• There's a Volcano in my Tummy and Starving the Anger/Anxiety Gremlins</li> <li>• Adaptations to the environment and breaktimes as required by different children</li> <li>• Special lunch club</li> <li>• Nurture assistant intervention</li> </ul> <p>Behaviour support plans</p>

		<p><b>External agency support</b></p> <ul style="list-style-type: none"> <li>• Counselling - 1:1 counselling session with a trained counsellor who is employed by the school. This happens during the school day on site.</li> <li>• CAHMS</li> <li>• School nurse</li> <li>• Educational Psychologist</li> </ul>
<p>Communication and Interaction (including speed and language)</p> 	<ul style="list-style-type: none"> <li>• Emphasis on speaking, listening and phonics teaching. There is a particular focus in the early years on these skills</li> <li>• Communication friendly learning environments</li> <li>• Visual timetables and structured days</li> <li>• High quality teaching with appropriate pace</li> <li>• Personalised support within class and additional LSA support</li> <li>• Continual Professional Development of teachers and learning support assistants</li> </ul>	<p>Interventions are planned, implemented and reviewed</p> <ul style="list-style-type: none"> <li>• Barrier games</li> <li>• 1:1 Speech and language support</li> <li>• Lego Therapy</li> <li>• Social stories</li> <li>• Relax Kids</li> <li>• Comic strip conversations</li> <li>• Attention Autism Bucket Time</li> </ul> <p><b>External agency support</b></p> <ul style="list-style-type: none"> <li>• Speech and Language therapist</li> <li>• Educational Psychologist</li> </ul>
<p>Sensory and Physical</p> 	<ul style="list-style-type: none"> <li>• Multisensory approach to teaching</li> <li>• Seating position within class prioritized</li> <li>• Continual Professional Development of teachers and learning support assistants</li> <li>• Mobility and movement programmes inked to occupational therapist advice</li> <li>• Referral to hearing impairment or visual impairment services</li> <li>• Curriculum adapted e.g. larger words on the board, interactive whiteboard mirroring on iPad, different colour of pen and different background used as necessary</li> <li>• Movement breaks – Active Movement school</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment provided</li> <li>• Adapted resources e.g. sloping boards, wobble cushions or stools, wobble boards, stand up desks, hug chair, spinning chair.</li> <li>• Individual health care plans for children with physical and medical needs</li> <li>• Sensory circuits</li> </ul> <p>• <b>External agency support and advice:</b></p> <ul style="list-style-type: none"> <li>- Occupational therapist</li> <li>- Sensory Consortium Service</li> <li>- Physiotherapy</li> <li>- Liaising with other medical professionals</li> </ul>

## What if my child with SEND makes very little progress at school?

- Parents are encouraged to make an appointment with the class teacher if they have concerns regarding their child's attainment, achievement, progress or happiness at school. You can also discuss concerns with the SENDCo and/or Headteacher.
- Where a child with SEND continues to make little progress despite the support provided by the school's SEND provisions including external support and advice, and there is evidence that the child has severe and complex needs that cannot be met within the resources ordinarily available to school. We will ask the Local Authority to undertake a statutory assessment of the child's SEND either as set out in the SEND Code of Practice (January 2015) through a request for an Education Health and Care Needs Assessment.
- All schools have a designated SEND Governor responsible for making sure that the necessary support is available for every child who attends school. Our designated governor is Mrs Helen O'Connell.

## If I need to complain

- Complaints about the SEND provision should be made to the SENDCo or headteacher in the first instance.
- Then see separate school complaints policy – available on the school website.