



Hawes Primary School SEN Information Report - updated 11th November 2025

Annually we will publish information about the implementation of the policy for pupils with Special Educational Needs. The SENCo at Hawes Primary is Verity Marwood. Contact: hawes@ycatschools.co.uk or alternatively, an appointment to see Mrs Marwood can be made via the school office (Monday - Wednesday) on 01969 667308.

Introduction:

Our Special Educational Needs and Disabilities (SEND) information report outline the support and provision for parents/carers of children and the children who have SEND at Hawes Primary School. The SEN information report is in line with the SEN Code of Practice (2014) and should be read in line with our SEN policy (available on our website).

What kinds of Special Education Needs and Disabilities (SEND) are provided for?

All children are welcomed into Hawes Primary School. We aim to provide an inclusive environment for all children, including those with SEND. We will make the necessary adjustments to provision, where needed, to ensure that all children are represented equally in all that we do in our school. For example: educational visits, outdoor pursuits, sports event, assemblies and school performances.

A child has learning difficulties if he or she has a difficulty in learning which is significantly greater than other pupils of a similar age. Has a disability that hinders or prevents a child from making use of educational facilities of a kind provided for children of a similar age in other schools with the LEA.

Special Educational Provision means the school provides provision that is additional to or different from the provision provided to pupils in mainstream schools. Children that have English as an Additional Language (EAL) will not be deemed as having a learning difficulty solely because of language difficulties.

At Hawes, all staff are aware of the SEN code of practice and endeavour to provide for the needs of all pupils.

What specific Special Educational Needs and Disabilities are provided for?

Hawes Primary School is a fully inclusive mainstream school. At school, we provide provision for all. Special Education Needs and provision can be considered as falling under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical



1. Communication and interaction – the SEND code of practice describes communication and interactions needs as *‘Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.’*
2. Cognition and learning – the SEND code of practice describes cognition and learning needs as *‘Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.’*

Cognition and learning needs may include most of the curriculum, for example for pupils with Moderate learning difficulty (MLD) or Specific learning difficulty (SLD). Needs generally account for difficulties in curriculum-related areas such as: reading, writing and spelling, maths, comprehension, processing difficulties such as sequencing, working memory, short term verbal memory and other types of decision-making difficulties.
3. Social, mental and emotional health – the SEND code of practice describes social, mental and emotional health as *‘Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.’*

The SEND code of practice (2015) no longer uses “behaviour” as a category of need. This is due to the view that a child’s behaviour is perceived as a communication of the child’s state of mind. This state of mind may have been caused by a number of factors, including: anxiety, social overload, grief, physical pain or discomfort, undisclosed physical, mental or sexual abuse. This list is just an example of factors, it is not exhaustive.

At Hawes, we use outside agencies, such as: CAHMS (Child & Adolescent Mental Health Service) if needed.
4. Sensory or/and Physical Needs – the SEND code of practice describes sensory or/and physical needs as *‘Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with*



vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.’ ‘Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.’

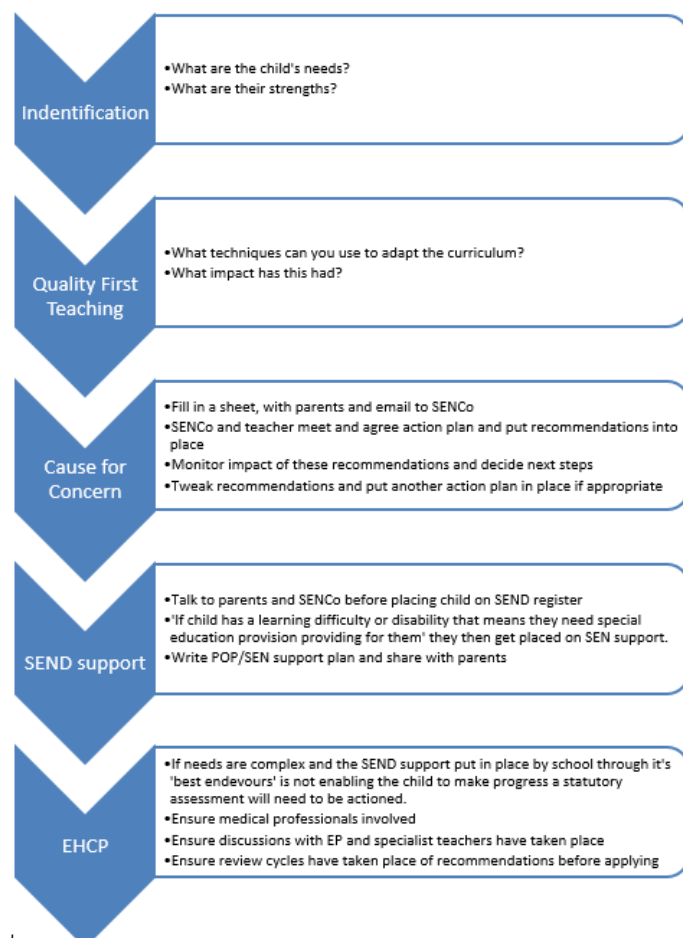
At Hawes, we endeavour to achieve maximum inclusion for all pupils, ensuring that individual needs of pupils are also met.

How does Hawes Primary School identify children with SEND?

If, as a parent/carer, you have a concern about your child's progress in any area, please contact school. At first instance, you should talk to your child's class teacher. We listen to any concerns and by working together, we aim to support your child by putting support/interventions in place so that they can achieve.

If you wish to speak to a senior member of staff, please make arrangements to speak to Verity Marwood (SENCo) via the main office. We have an open-door policy, so if you have any concerns at all, please don't hesitate to contact Mrs Marwood.

See flow below for how we identify children in school.





How do we assess their needs and what are the arrangements for reviewing children's progress?

At Hawes, we track and analyse the children's progress in learning against national expectations, and age-related expectation on a half termly basis.

Each term, Pupil Progress Meetings are held between each class teacher and the Head of School and Executive Head Teacher. Within these meetings, any concerns regarding children who are not making the expected level of progress are discussed. In addition, any interventions and support needed are discussed.

In addition to normal reporting and parent meeting, parents of children with SEND are invited to attend regular Individual Action Plan review meetings, where there is the opportunity to discuss children's progress.

As part of the Code of Practice (2015), we will use the four-stage approach to support and assess pupils with SEND. This is the Assess, Plan, Do, Review process.

1. Assess - children are continually monitored and assessed by all adults in the class in order to identify any potential barriers to learning or socialisation. Any specific concerns are discussed with the SENDCo. We believe that it is important to involve the parents/carers at this early stage of assessment. We encourage all parents/carers to discuss any concerns they may have, in the first instance, with the class teacher and then the SENDCo. We believe it is important to ascertain the children's views at the early stage of assessment - this is done through conversations and the completion of questionnaires, depending on the age and needs of the child. The children's needs are analysed and reviewed regularly.
2. Plan - in conjunction with parents, the SENDCO and class teacher will decide upon the support required for each individual child and a review date will be set. An individual action plan sets out the provision and targets for the child.
3. Do - interventions and support are implemented by the class teacher or the TA. The SENDCo oversees this process and where necessary, offers advice and support. The impact of the intervention is monitored.
4. Review - the effectiveness of the intervention(s) is reviewed with the children and their parents/carers. A cycle of review meetings (each term) will take place. If specialist support is required, parental consent is sought, and the relevant documentation is completed by the SENDCo and then signed. If necessary, an Educational Health Care assessment may be requested. The EHCP will be reviewed annually by the relevant parties and the LA.

How do we involve the children with SEND in their education?

At Hawes, we believe that children should be fully involved at every stage of the Graduated Approach. This is completed through conversations and the completion of



questionnaires, depending on the age and needs of the child. On the child's Individual Action Plan, there is a section on there for the child's view. This is to ensure we, as a school, understand what the child feels is going well and what we can do to support their learning.

How do we involve parents of children with SEND?

At Hawes, we believe that involving parents fully in understanding the needs of their child and the best provision to support their needs is of the utmost importance. Communication between school and parents is actively encouraged from the initial cause of concern, through to the termly reviews of the child's support plan as well as transition steps along the way. Parents with children that have EHCP's are involved in the annual review process through the parent view and through attending the meeting. Parents are involved in any specialist services relating to their child and information is shared with them regarding recommendations and impact. On a termly basis, parent voice is collected and analysed through the online forms tool available to school.

Parents are actively encouraged to attend the courses available to them through the YCAT trust on ideas surrounding supporting their child at home with the difficulties they may face.

How do support children in moving between phases of education?

Dealing with change can be difficult for all children, particularly children with SEN. Therefore, at Hawes Primary, we have many procedures to support the transition of children with SEN as they join our school, moves to new classes within the school or transfer to a new school.

Joining our School:

At Hawes, we work closely with our preschool setting (Dalesplay) to ensure the successful transition of the children as they start their school journey with us in Reception. We have a nursery attached to the school (mornings) so we know all the children joining us in Reception. Our Class 1 teacher visits children in Dalesplay and offer taster mornings/afternoons to start the children's induction.

Moving classes:

At Hawes, school staff liaise with the child's next class teacher as they move through the school, the child's Individual Action Plan is discussed and passed on during a transition meeting. During the summer term, all children are given a "Transition morning" with their new class teacher. Where it is deemed necessary, children with SEN can have extra visits to their new classrooms, so that they feel confident about the change of classrooms and teachers.



Transferring to a new school:

If your child is in Year 6:

- We will invite the SENDCo from the Secondary School to discuss specific needs of your child, a transition package will be put together from them.
- Your child will access focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions (sometimes with a TA) and a member of staff from their new school will visit your child at our school.

How do we teach children with SEND?

At Hawes, we strongly believe that all children should feel included and supported. We focus on the whole child – strengths and weaknesses are taken into account and provision is adapted accordingly. All learning is personalised to meet the needs of the learners. Lessons are carefully differentiated to meet the needs of all children. For example, learning mats, TA support and scaffolding. Staff use a variety of teaching styles and resources in lesson to support children's learning.

Each pupil that is identified as having SEN is entitled to support that is “additional to or different from” a normal adapted curriculum. The type of support needed is dependent on the child's learning needs and is intended to enable access to learning and overcome the barriers to learning.

The waves of intervention model describes how different levels of intervention can be used to support and facilitate learning.

Wave 1 - Quality First Teaching

High quality teaching is at the forefront for all children at Hawes Primary. High quality teaching should include adapted work to meet pupils' needs, high expectations of all pupils, teachers to have good subject and curriculum knowledge, well-planned lessons, adapting teaching to respond to the needs of all pupils, having a positive, engaging environment for all and deploying support staff appropriately.

Wave 2 - Interventions

Wave 2 interventions are designed to help pupils who are close to working at age-related expectations but need some support to get there. Wave 2 interventions are usually taught to a group of children needing support, some of which may include children with SEN. Wave 2 interventions may include: four operations, guided reading sessions, speech and language groups, phonics catch up, targeted writing groups and reading and thinking groups. It may also include “catch - up” from a previous lesson, making sure children understand the mistakes they have made.

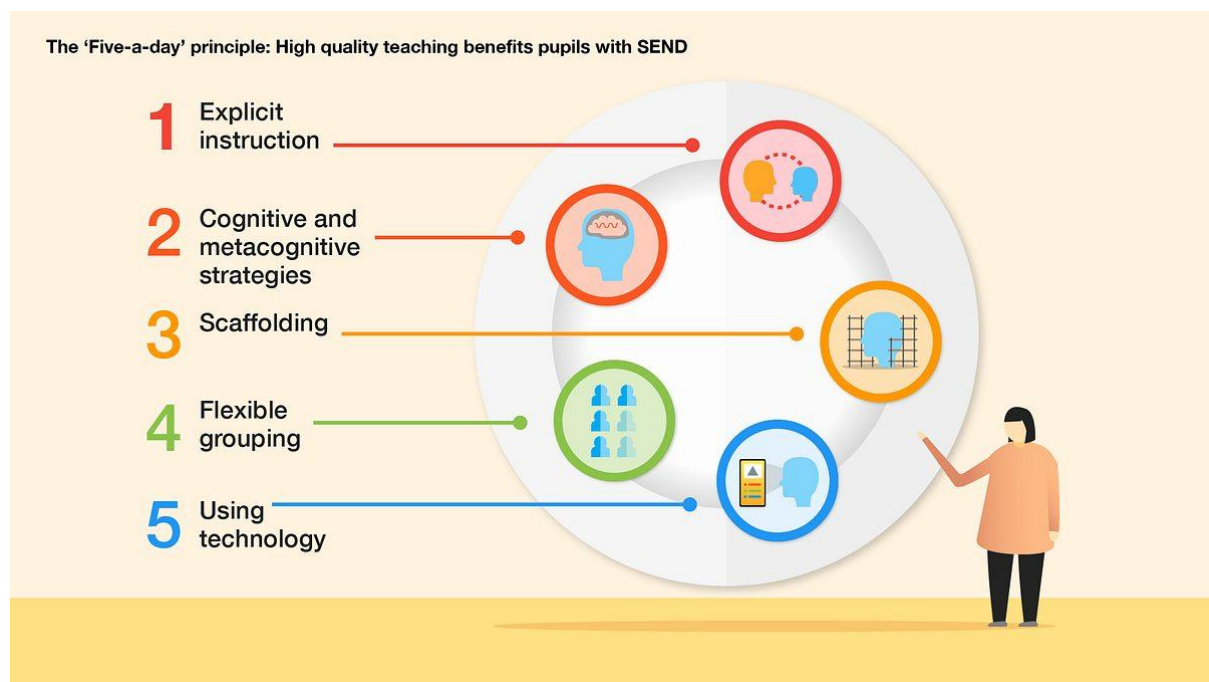
Wave 3 – 1 to 1 intervention

If pupils are still struggling to make adequate progress, despite high quality-teaching targeted at their areas of weakness, the class teacher, with support from the SENCo, should decide whether a pupil has a significant learning difficulty, which may require specialised provision, which is usually delivered on a 1 to 1 basis.

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

At Hawes, we strongly believe that all teaching should be adapted according to the needs of the children and therefore the curriculum is adapted whenever necessary. Our learning environment includes access arrangements for children with physical disabilities, e.g. a disabled toilet and disabled ramp.

We also adopt the “five – a – day” principle from the Education Endowment Foundation (EEF) to help with adaptations for children with SEND.



We also endeavour to create independent, confident learners, ready for their next stage of their education. We adopt the inverted triangle principle to promote self-scaffolding.



The curriculum is adapted and when it is required, so is the learning environment. For example, if a child requires a quiet space to calm down.

What training do the staff undertake to work with children with SEND?

All staff in school attend regular training sessions. More recently these have included:

- Speech and Language development
- Questioning Skills
- Understanding attachment difficulties and Restrictive Physical Intervention
- Support children with mental health issues
- Supporting children with SEND in PE
- The Lone SENDCO
- SMART Target training
- Training given by specialist SEN consultant Claire Ashton - autism and dyslexia
- Lego therapy
- Autism training
- Dyslexia training from Claire Ashton (ADYSS)
- Reading and maths difficulties training from Claire Ashton (ADYSS) - February 2024
- SENCo Network meetings (termly) through YCAT.
- No two children are the same training - March 2024.

A record of CPD is kept and the need for training is evaluated by the senior leadership team. Specific training is given to particular staff who will be working with particular children to support their needs. E.g. Lego therapy.



How do we evaluate the effectiveness of the provision made for children with SEND?

Regular meetings with all members of staff take place to review and assess provision. Views of parents and children are considered. Any adaptations to provision or training needs are identified and recorded on the child's individual action plan.

In addition to this, teachers track data of all pupils to ensure they are making sufficient progress, lesson observations take place on a regular basis so that the SENCo can ensure that adaptations are being made for pupils that need it. Regular monitoring of lessons also takes place by the head of school and executive headteacher to ensure the needs of all pupils are being met.

How do we ensure that children with SEND are able to engage in activities available with children who do not have SEND?

Hawes Primary School is a fully inclusive school all children are given the opportunity to be included in all learning activities, including extra-curricular activities. A risk assessment is carried out prior to any out of school activity to ensure everyone's health and safety will not be compromised. In some cases, it may be appropriate for a parent/carer to accompany a child on a school trip, depending on the child's individual needs.

In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative provision would be provided. All visitors are made aware of any additional needs that the children they are working with have before their visit. This is reiterated on their arrival and extra support staff are made available if necessary. For example, in order to support a child with visual difficulties, all visitors, workshop providers, sport providers are asked to ask all children to come closer so that they can see.

What support for improving emotional and social development are put in place? What are the arrangements for listening to the views of children with SEND?

Regular PSHE sessions and assemblies take place with the whole class/key stage/whole school. Social and emotional support programmes such as Socially Speaking, and Lego therapy are regularly used. Circle times at Hawes give the children the opportunity to discuss their views and feelings. There is also a named adult that the children can speak to, Mrs Metcalf. She is our designated well-being champion and children know they can go to her to discuss any issues they may have.



How is specialist expertise accessed?

Where appropriate, we can access specialist support from SEND Hubs. With consent from parents, a referral is made centrally which is assessed by a panel and forwarded to the SEND Hubs for a decision to be made on whether the child needs additional support. Other specialist support services such as Educational Psychologists and Speech Therapists can also be accessed through this central referral system.

How does the school involve specialist external services in meeting the need children with SEND and supporting their families?

Hawes Primary School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse and Health Visitor
- Educational Social Worker
- Speech and Language Therapist
- Occupational Therapists
- Paediatrician
- Special Needs Hubs
- Educational psychologist
- Physiotherapists

Professionals from all the above agencies have supported staff and children in school. School would only contact an outside agency after consultation with parents.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents who have a grievance or complaint about the nature or amount of special educational provision that their child receives are encouraged to ask for a mutually convenient meeting with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special education provision made for their child' (SEN Code of Practice).

If you have any concerns surrounding SEND, the class teacher may refer you to the school SENCo - Verity Marwood. Contact can be made via the school office.

If you feel that the issues raised need to be further discussed with the head of school, Miss Caygill or executive head, Andrea Walker, then again, an appointment can be arranged by contacting the school office.



In addition, our complaints policy can be located on the school website via this link:
[Policies - Hawes Primary School](#)

Where can you find information on the Local Authorities Local Offer?

North Yorkshire Education Authority Local Offer clearly sets out procedures and provision for children with specific needs. It provides useful information and can be accessed via the link: www.northyorks.gov.uk/send-local-offer

There are also a range of website you may wish to visit. See websites below:

Contact Parent Partnership Service (SENDIASS): [Home - SENDIASS North Yorkshire](#)

Childline: www.childline.org.uk

Dyslexia network plus: www.dyslexianetworkplus.org.uk

Sparkle: a social support group of parents and carers who have children with Autism/Aspergers or an ASC, who meet twice a month in term time for a chat and a drink. The group is open to parents of children with or without an official diagnosis.
Telephone: 07792 123955

Next Review Date - November 2026