



Hook Lane Primary School

SEND INFORMATION REPORT 2025-26

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Hook Lane we aim to secure an environment where children have confidence in themselves whilst valuing the opinions, strengths and cultures of others. We believe that children learn most effectively through active participation in the learning process so that they build their knowledge through understanding. We also recognise that children come into school at different starting points and a real strength at Hook Lane is enabling all our pupils to make good progress at their level.

The school has an ethos of inclusion. All children are encouraged to be part of the mainstream classroom and to access learning within their class where possible. For those children who require extra support, or support outside of the class, this is carried out with careful consideration and flexibility to ensure that the child is not regularly missing the same subjects, or subjects in which they thrive.

For those children in the resource provision who are not able to manage the mainstream environment and access the resource provision for 100% of the time whilst awaiting more specialist placements, they follow a tailored curriculum as part of Captivate class.

We place value on understanding the whole child and their individual needs, and provide learning opportunities and an environment that enables all pupils to make the greatest possible progress and achieve their full potential in a fully inclusive environment. Children's needs are considered on an individual basis and flexible timetabling and provision is put in place in order to best meet their needs.

The Hook Lane inclusion team consists of:

Ms Danielle Kelly – Assistant Head and Inclusion Manager

Mrs Karrie Cheeseman – Lead ASD Teacher in charge of the resource provision

Teaching Assistant Team - Both in mainstream and in the resource provision

Learning mentor

ACE Tutors

We work closely together and alongside outside agencies, staff, parents, children and the Bexley SEND team.

Information on the local authority Local Offer can be found on the Bexley Website [here](#)

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The difficulty/disability may relate to:

- Sensory or physical conditions
- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development

All types of special educational needs are provided for as long as the education of pupils with SEND is not incompatible with the efficient education of other learners in the school community.

Hook Lane also has a resource provision for children with Autism. **All children must have an EHCP and diagnosis of Autism as their primary need.** Applications for the resource provision are received directly through Bexley local authority. Places are considered on a case by case basis. Admission will only be considered if a child meets the admission criteria (displayed on the school website) and if there is an available space within the resource provision at the time.

Roles and responsibilities

The SENCO

The SENCO is Ms Danielle Kelly (020 8303 3839)

She will:

- Work with the headteacher, SEN governor and the Maritime Trust SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Maritime Trust to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Trustee

- The SEN Trustee will help to raise awareness of SEN issues at governing board meetings, monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- They will work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher, Ms Joy Sheekey will:

- Work with the SENCO and SEN trustee to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEN policy

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties and social communication disorder
- Cognition and learning, for example, dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorders
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

At Hook Lane children can be identified as having SEN in a variety of ways e.g.

- Concerns raised by parents /carers, teachers, the pupil themselves
- Changes in a child's behaviour or self-esteem which is affecting progress
- A child finds learning difficult
- Child performing well below age related expectations
- Information received from outside agencies and pre- schools e.g. speech and language therapist, Paediatrician
- Formal and informal observation
- Pupil progress meetings

Hook Lane has an open door policy. Parents are always encouraged to speak to their child's class teacher in the first instance if there are any concerns. Parents can also request

appointments to see any member of staff through face to face contact or through writing in the learning journal.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support and placed on the SEN register.

Parents are involved in discussions and planning for their children in the following ways:

- Liaising with parents via the daily learning journal
- Termly open evenings
- Parent workshops
- Parent views are sought for any referral and prior to an annual review for those children with an EHCP
- Parents are invited in to meet with Educational Psychologists or if they wish to discuss any reports written by outside agencies
- Where a child has an EHCP, 6 monthly reviews are held for children under 5 years of age, and annual reviews held for all other children. During these meetings targets and ways forward are discussed, including forward planning towards all key stages and secondary school transition
- As part of the PLP process parent views are discussed termly
- We have an open door policy for parents
- We hold termly coffee sessions for parents of children with/being assessed for ASD
- Annual SEND parent questionnaire

We consult with young people with SEN in the following ways:

- School council meetings enable pupils views to be shared and discussed
- As part of the PLP process the child works with the class teacher to identify their strengths and challenges and possible areas for development
- Children are encouraged to contribute to all lessons
- We use pupil questionnaires to gather ideas and opinions about different aspects of daily school life
- Pupils contribute their views as part of the EHCP process, and as part of the annual review process.
- There is an open door policy for pupils
- All pupils use the five point scale as a self-regulation check in daily to alert teachers to any difficulties they may be experiencing

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. This will feed into the PLP (personalised learning plan) for your child. These are reviewed termly and your child will have direct input into the plan and their targets.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

A home visit is carried out for all pupils in the school at the start of each year so that both parent and child have the opportunity to meet with the new class teacher in their home environment ahead of the new academic year.

Where SEN has already been identified prior to a child starting in Nursery or Reception, a visit to preschool settings and to the home will be carried out by the Assistant Head and the ASD Lead teacher where appropriate.

All new children starting school throughout the year will have a home visit from the school prior to starting when they will meet the Head teacher, Deputy headteacher or the Assistant Head teacher in addition to their class teacher.

For children with SEND we encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school or setting. Transition procedures which take place at Hook Lane include the following:

- We write social stories and prepare transition books for children if transition is potentially going to be difficult. The transition books are given to parents to read with their child over the summer holidays before they join the school in September.
- All children have three transition visits to their new classroom to work with and become familiar with their new teacher. Teaching Assistants accompany children on these sessions and have further opportunities throughout the summer term to work with their new children so that they can establish a working relationship with them in advance of the new school term.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits where necessary, prepare a transition book and accompany them on visits if needed.

- The Year 6 children complete a whole class transition programme which is led by the class teachers
- Vulnerable children access small group transition groups in addition to the class sessions. In some cases this may need to be 1:1 depending on individual need
- Our 'feeder' secondary schools visit the children in school during the summer term.
- The SENCo attends a Primary to Secondary transition meeting, and a pre-school-Reception transition meeting to share and receive information
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Vulnerable children have additional induction visits to their receiving secondary school

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We expect all teachers to be teachers of SEND pupils and to demonstrate that they can cater for a wide range of needs so that all children are able to make progress regardless of their need by:

- Planning appropriate work and activities for their pupils
- Adapting the curriculum to take account of different learning styles, interests and abilities
- Ensuring that all children are able to access the task set
- Ensuring that all children are fully included in the task
- Setting PLPs which focus on small steps of progress and have been devised in consultation with the child
- Seeking advice and extra support in a timely fashion to ensure that any barriers to learning are identified and acted upon as soon as possible
- Using alternative strategies and methods to support pupils learning
- Pupils have access to 1:1 devices across Key Stage 2 and accessibility tools are in place for pupils to use as a regular part of their daily work where these are of benefit to them.

If a child requires additional support in addition to the QFT the teacher will discuss this with the Inclusion Manager. The type of intervention, frequency and timing of the support will be adapted to suit the need.

The class teacher will start to keep a record of additional strategies employed and approaches used in class through the use of an Early Identification of Need sheet to gather evidence of successful or unsuccessful strategies for the child and to measure progress.

Additional support may be in the form of small group, 2:1 or 1:1 support and may take place either within the classroom or outside of the classroom.

Bespoke pastoral support is also provided by the learning mentor to help develop self-esteem and confidence or by therapeutic support.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, soundfield systems etc. Use of 1:1 devices across KS2. The use of a variety of accessibility tools on the 1:1 devices to suit individual needs.
- Using aids to support sensory processing difficulties such as chew toys, lap weights, ear defenders, weighted backpacks etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The school is fully wheelchair accessible. The building has one level. There is a disabled parking bay outside the school on Faraday Road. There are double doors strategically placed around the building to allow for wheelchair access. The school has two disabled toilets which are fully accessible by wheelchair.
- Use of coloured exercise books, coloured overlays, coloured backgrounds on the interactive whiteboards. Where these are used test papers are copied onto the appropriate coloured paper and additional time utilised where recommended.
- All classrooms use a visual timetable and the five point scale. PECs/ aided communication boards are used throughout the school to support pupils as required.

Expertise and training of staff

All staff receive training related to SEND and SEND issues. Training is delivered in a variety of ways including:

INSET days and weekly staff meetings

SLT SEND updates

Drop in advice sessions

Peer coaching

External training by specialist providers

Specialist support in school

Medical training for specific conditions or disabilities

Teaching assistants receive the relevant training for the child/children that they are supporting

Staff within the resource provision receive ongoing training to ensure that they are up to date with the strategies being used and the needs of the children that they are supporting.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking support via Early Identification of Need sheets at the point of concerns being raised.
- Reviewing pupils' individual progress towards their goals each term through their PLP
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENCO

- Holding annual reviews for pupils with EHC plans
- Lesson observations
- Book scrutiny
- SLT meetings
- Termly pupil progress meetings
- Data analysis termly
- Evidence for Learning platform to monitor small step of progress for those children within the ASD resource provision or for those in mainstream who are working significantly below age related expectations. This progress is tracked by the lead ASD teacher and the SENCO.
- The Captivate class [curriculum](#) is based on a three year rolling programme. This is regularly reviewed and adapted to the children's needs.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Activities and school trips are a very important part of every child's learning experience at Hook Lane Primary.

On entry to the school parents are asked to give consent for local visits and trips to take place. As part of the ASD resource provision, weekly shopping trips to develop life skills take place.

All of our extra-curricular activities, after school and breakfast clubs are available to all children. However additional support for children with EHCPs is not able to be provided during these activities.

School visits are available to all our pupils, and if the pupil has an allocated TA to support them they will accompany them on the school trip. Risk assessments are carried out by the teacher and children, and procedures are put in place to enable all children to participate. However, if there is no Teaching Assistant and it is deemed that an intensive level of 1:1 support is required a parent/carer may be asked to accompany their child during the activity.

All pupils are encouraged to go on our residential trip to PGL Windmill Hill in Year 5. For some children who are unable to stay overnight on the residential trip, daily visits are planned where possible. Flexible possibilities are considered on an individual basis and this can be discussed by contacting the Head teacher.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Pupils with more significant levels of need also take part in the Bexley Panathlon sporting events which are held regularly throughout the year and an SEN sports day is held for those unable to access the main sports day.

Hook Lane Primary School is part of a triad of schools participating in Sports Boost festivals for children with higher levels of SEND needs. Each school take it in turns to host the festival and to visit the other schools. This is facilitated by Bexley Sports Games.

School discos are a regular PTA event and take place termly. In addition to the mainstream discos there is also an ASD friendly disco which is open to any child within the school who prefers a low arousal environment regardless of diagnosis.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children's needs are considered on an individual basis and flexible timetabling and provision is put in place in order to best meet their needs.

Our accessibility plan describes how we facilitate access for all pupils. Click [here](#).

Support for improving emotional and social development

Pupils with SEN take part fully in the life of the school and all social times are shared. We have a zero tolerance approach to bullying.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of games gang to promote teamwork/building friendships etc. 'Games Gang' is run by Key Stage Two children to engage younger children in games and activities during the lunchtime
- A lunchtime club for vulnerable children who struggle to access the main playground uses the ASD resource provision playground and classroom. It has a higher ratio of staff to children and the children access a variety of activities and games after eating.
- Therapeutic play interventions such as 'Draw and Talk' or 'Sand Tray'. These are 1:1 confidential sessions and require written parental consent.
- Intervention groups aimed at developing social skills
- Anger management, behaviour management or self-esteem work in a small group or 1:1 according to need and availability of staff
- Social skills cooking group
- A named person for your child to check in with when necessary
- Positive report cards
- As of January 2025 the school is now part of the MHST (Mental Health Support Team) project across Bexley. The project is able to provide parent groups, 1:1 support for parents, individual work with children in Year 6 and provide class assemblies across a range of themes related to emotional wellbeing.
- We are working with the Young Carers team (IMAGO) to identify children who may meet criteria for additional support to ensure that all children are recognised and provided for as young carers.

Working with other agencies

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service) and MHST (Mental Health Support Team)
- Early Intervention Team (EIT)
- Autism Advisory Team/BEAS – Bexley Early Autism Service
- Speech & Language Therapy
- School Nurse
- Social Care
- Occupational Therapy
- Community Paediatricians
- Behaviour Support Service
- Teaching and Curriculum Advisor for vulnerable groups (EAL)
- IMAGO (Young Carers)

The SENCo is able to discuss services available to families and can signpost to a range of parenting support services and courses as needed.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to Ms Kelly the SENCO/Inclusion Manager in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

A list of support services for parents is displayed on our website. Further services can be located on the [Bexley local offer](#)

Monitoring arrangements

This information report will be reviewed by Ms Danielle Kelly, Inclusion Manager every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies and documents

This report links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

SEND Data 2024-2025

Phonics screening Year 1

	Non-SEND	SEND Mainstream	Resource provision
% passed	91.6%	50%	12.5%
Total no of children	36	10	8 (3 of those were disapplied)

Year 4 Multiplication check

Multiplication check	Passed	Not passed	Total no of pupils
Non SEND	41	7	48
SEND Mainstream	9	1	10
Resource Provision	2	1	3

National Curriculum Attainment KS2

There were 7 EHCPs in the Year 6 cohort 2024-2025

READING	Exceeded	Expected	Below test standard	Total no of pupils
Non SEND	14	26	3	43
SEND Mainstream	3	2	9 (4 did not sit the test)	14
Resource Provision	0	0	2 (2 did not sit the test)	2

WRITING Teacher Assessment	Exceeded	Expected	Below	Total no of pupils
Non SEND	6	33	4	43
SEND Mainstream	2	3	9	14
Resource Provision	0	0	2	2

MATHS	Exceeded	Expected	Below test standard	Total no of pupils
Non SEND	17	24	2	43
SEND Mainstream	2	4	8 (3 did not sit the test)	14
Resource Provision	0	0	2 (1 did not sit the test)	2

GRAMMAR	Exceeded	Expected	Below test standard	Total no of pupils
Non SEND	15	22	6	43
SEND Mainstream	2	5	7 (4 did not sit the test)	14
Resource Provision	0	0	2 (2 did not sit the test)	2

Universal support	Differentiated activities provided for homework tailored to children by the class teacher and supported by the TA
	Adapted teaching, use of additional resources and/or accessibility tools within the classroom
	Parent support leaflets and access to support agencies provided to parents. Local authority information and services disseminated via email, paper copies or on social media.
	Termly ASD coffee sessions
Targeted support	Liaison with outside agencies (SALT, ASD outreach, MHST, CAMHS, Young Carers) to deliver support to pupils and facilitate provision
	Created social stories to respond to individual children's difficulties at home.
	Referrals completed for children in timely fashion and support put into place. Advice and support given to parents regarding the right to choose pathway.

Specialist Support	Personalised home learning to ensure EHCP outcomes are being worked towards
	ACE tutoring for identified pupils in Year 5 and 6
	Introduced chromebooks for some SEN children to use in school or at home to facilitate increased access to learning.
	Early Talk Boost programme programme for EYFS pupils led by trained teaching assistants
	Therapeutic play for pupils on a 1:1 basis with the SENCo trained in draw and talk and sand tray.
	ASD diagnosis sharing sessions held by the Lead ASD teacher with both parents and child (usually from Year 5)