



## Havelock Primary School SEND Information Report 2025 - 2026

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child (UNCRC).

Many of these articles underpin our SEND Information Report:

**Article 2 (No Discrimination):** All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

**Article 6 (Life Survival and Development):** Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

**Article 23 (Children with Disabilities):** Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

**Article 28 (right to education):** Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

**Article 24 (Health, Water, Food, Environment):** Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### 1. What types of SEN does the school provide for?

As of September 2025, the school's current SEND data consists of:

- 58 pupils with EHCPs across mainstream and ARP (14.4%)
  - 37 EHCPs in ARP
  - 21 EHCPs in mainstream (5.2%)
- 47 pupils on SEN Support in mainstream (11.6%)

Havelock offers both mainstream provision, suited for those without needs and those with some SEND, and an Additional Resource Provision (ARP) which caters for pupils with EHCPs. This report

focuses primarily on the mainstream SEND provision. Please see our ARP policy for more specific information on the ARP setting.

Our school provides support for pupils for the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO and ARP lead is Ms Amy Braid.

She has over 2 years' experience in this role and has worked as an ARP Teacher and ARP Lead at Havelock over the past five years. Prior to this, she has taught across years in mainstream primary schools and in a Special Needs Unit in a secondary school in Australia. She is a qualified teacher with a degree in special education.

She is working towards achieving the National Award in Special Educational Needs Co-ordination.

She is allocated 1 - 2 days a week to manage SEND provision.

### Class teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO and ARP Lead to meet the needs of pupils who have SEND.

Most staff have completed Autism Education Training Level 1 and 2 and undergo frequent external training specific to the needs of their pupils.

## Teaching assistants (TAs)

We have a team of 22 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision. 14 are in our mainstream and 8 are in our ARP.

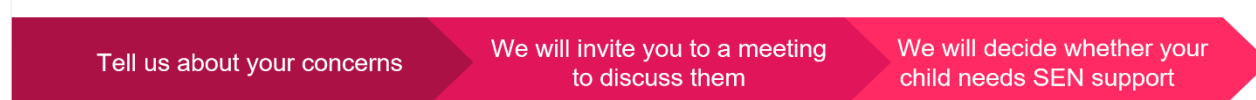
We have 14 teaching assistants who are trained to deliver interventions such as Attention Builder, Lego Therapy, Social Thinking, Phonics tutoring and sensory circuits.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEND?



If you think your child might have SEN, the first person you should tell is your child's teacher.

This is best done by arranging a meeting with the teacher via Class Dojo or through the office. You can also arrange a meeting in person when collecting your child after school.

The teacher will pass the message on to our SENCO, Amy Braid, who will be in touch to discuss your concerns.

You can also contact the SENCO by emailing [admin@havelock.ealing.sch.uk](mailto:admin@havelock.ealing.sch.uk) or calling 0208 571 7204.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

## 4. How will the school know if my child needs SEND support?

Our teachers use adaptive teaching approaches to ensure all pupils can make progress and have their needs met through ‘ordinarily available provision’. All our class teachers are aware of SEND and are on the lookout for any pupils who aren’t making the expected level of progress in their schoolwork or socially. This might include phonics progression, reading fluency, number sense, writing, or retention of information in general.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition or support to try to fill it. Pupils who don’t have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child’s teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child’s progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

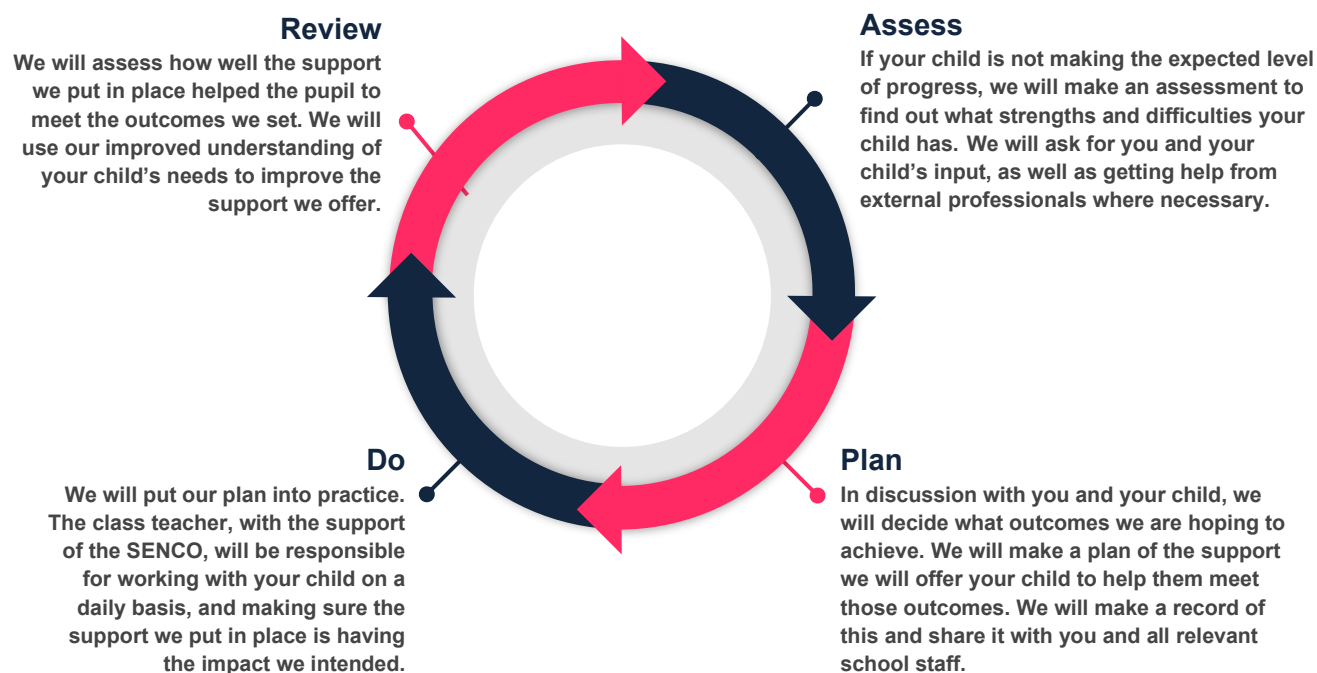
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school’s SEND register, and the SENCO will work with you to create a SEND support plan for them.

## 5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined. Interventions are time-limited, with clear **entry (baseline) and exit criteria**. If progress is not evident, the SENCO and teacher will adapt or change the approach.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times per year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the school adapt its teaching for my child?

Your child's teacher is 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 your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 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 your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when this is necessary for their engagement with the curriculum or to deliver an intervention.
- Teaching assistants will support pupils in small groups when pre-teaching or consolidating learning, working with a group in class, or to deliver a small group intervention.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	Visual timetables Social stories Attention Builder Now and next boards
	Speech and language difficulties	Lego Therapy Social Thinking groups Box Clever groups Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Concrete resources to support learning Coloured overlays Visual prompts and reminders Writing slope

	Moderate learning difficulties	In-class support 1:1 and small group intervention groups Pre-teaching and consolidation sessions Lessons avoid cognitive overload Scaffolds
	Severe learning difficulties	As above
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Movement breaks Fidget items Attention Builder sessions
	Adverse childhood experiences and/or mental health issues	Wellbeing groups Confidence Builders Sessions with Mental Health Service Team Provider
<b>Sensory and/or physical</b>	Hearing impairment	Environmental supports: seating plan, visuals Makaton
	Visual impairment	Limited classroom displays Enhanced visuals including size, contrast and colour Environmental supports: seating plan
	Multi-sensory impairment	Sensory circuits Movement breaks Multi-sensory approach to teaching
	Physical impairment	Ramps Environmental supports: seating plan A range of outdoor play equipment for different abilities

These interventions are part of our contribution to Ealing’s local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term

- Reviewing the impact of interventions after 4 - 6 weeks
- Using pupil questionnaires to gain their views
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

We also use whole-school data tracking and provision mapping to compare the progress of pupils with SEND to those without SEND, and report findings termly to governors.

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Pupils registered in the ARP will attend their mainstream class trips.

All pupils are encouraged to go on our school trips, including our residential trip to Condover Hall in year 6.

All pupils are encouraged to take part in sports day, concerts, clubs, extra-curricular events, and sports competitions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

Havelock is an inclusive school and as such we make arrangements for the admission of prospective pupils with SEN or a disability:

- Risk assessments are carried out and spaces evaluated to ensure the school environment is suitable for any and all pupils
- We make sure that all prospective pupils whose EHC plan names the school will be admitted before any other places are allocated by maintaining a dialogue with Ealing's SENAS department
- Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs

## **13. How does the school support pupils with disabilities?**

- In order to prevent disabled pupils from being treated less favourably than other pupils we have a robust accessibility policy in place
- The facilities we provide help disabled pupils access our school, including the provision of auxiliary aids and services
- Our Accessibility Plan is available on our website and covers how we will:
  - Increase the extent to which disabled pupils can participate in the curriculum
  - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
  - Improve the availability of accessible information to disabled pupils

## 14. How will the school support my child’s mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council (Members of Parliament)
- Pupils with SEN are also encouraged to be part of a range of clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by named staff checking in regularly (SENCO, SLT, ARP staff), gathering pupil views and holding events, clubs and competitions for pupils with SEN
- We run wellbeing sessions for pupils who need extra support with social or emotional development
- We have a ‘zero tolerance’ approach to bullying. See our bullying policy for details
- We use Zones of Regulation across our school to support all pupils to express their feelings and find strategies to help them manage and regulate

## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year’s teacher to attend final meeting of the year when the pupil’s SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Create and read through social stories
- Conduct class and teacher visits
- Transition groups with peers and adults they will be transitioning with

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

### Between phases

The SENCO of the secondary school will contact the teacher or SENCO. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Create and read through social stories
- Conduct class and teacher visits
- Transition groups with peers and adults they will be transitioning with

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

## **16. What support is in place for looked-after and previously looked-after children with SEND?**

Ms Farnaz Abaeian works with Ms Amy Braid, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEND support?**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, visit: [Kids SEND Mediation Service](#)

You can request mediation by contacting Kids SEND Mediation Service on 03330062835 (option 2) or emailing [mediationlondon@kids.org.uk](mailto:mediationlondon@kids.org.uk).

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Ealing's local offer. Ealing publishes information about the local offer on their website:

[Ealing Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SENDIAS Service: ISAID](#)

Local charities that offer information and support to families of children with SEND are:

[Family Support in Ealing](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** - special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** - child and adolescent mental health services
- **Differentiation** - When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

- **First-tier tribunal/SEND tribunal** - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** - an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** - target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that schools must follow to support children with SEND
- **SEN information report** - a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** - special educational provision which meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, schools or institutions or life stages

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