

Special Educational Needs and Disabilities (SEND) Information Report

Hampton Primary School



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Next review due by:	1 st September 2027

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Kent SEND Information Report

Dear parents and carers,

At Hampton Primary School we are committed to ensuring every child is valued, included and supported to achieve their full potential. We recognise that pupils learn in different ways and may require different levels of support at different times.

This SEND Information Report explains how we identify, assess and support pupils with Special Educational Needs and Disabilities (SEND). It outlines the provision available within our school and how we work in partnership with parents, carers and external agencies to ensure positive outcomes for all pupils.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



This report should be read alongside our SEND Policy. You can find our SEND policy on our website www.hampton.kent.sch.uk

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. SEND at Hampton Primary School

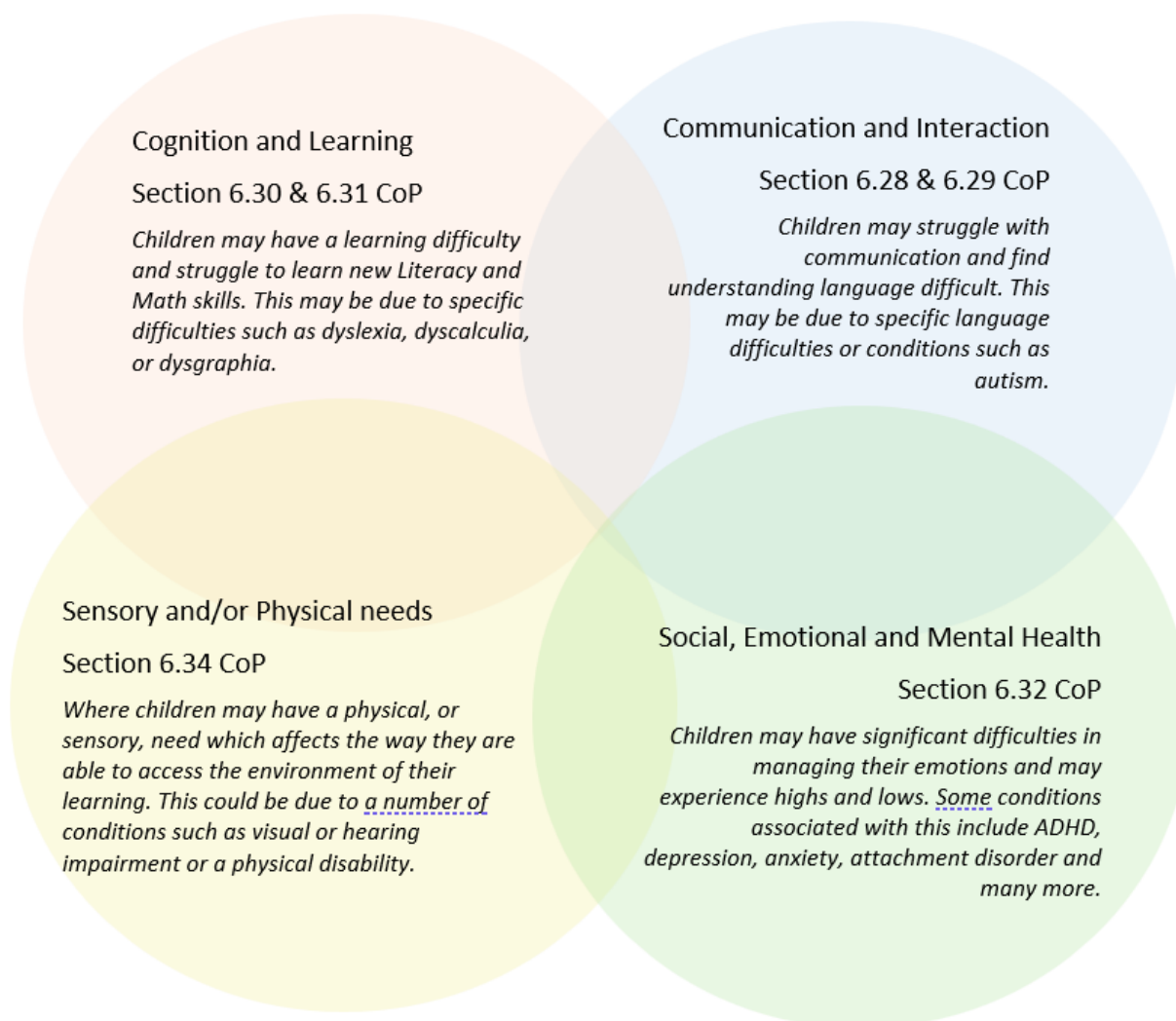
SEND at Hampton Primary School (July 2026)

- Total pupils on roll: 674
- Pupils receiving SEND Support: 131
- Pupils with an EHCP: 26
- Total pupils identified as receiving SEND Support or holding an Education, Health and Care Plan (EHCP): 157 (23.3%)

Hampton Primary School supports pupils across all four broad areas of need identified within the SEND Code of Practice: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, and Physical and Sensory Needs. The school operates a graduated model of provision through Universal Core Provision, The Nest Nurture Pathway and Woodland Class SEND Pathway Provision.

2. What type of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Many pupils present with needs across more than one area and support is planned holistically.

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

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270714/SEND_Code_of_Practice_January_2015.pdf)

3. Which staff will support my child, and what are their key responsibilities?



At Hampton Primary school, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*



Mr Walsh – Assistant Headteacher for Inclusion



Mrs Finch – SENCO/Nursery Manager

Our roles are to coordinate the inclusive teaching and learning provision of pupils with special educational needs and/or disabilities. We support our teachers to deliver the appropriate level of provision for pupils with SEND and pupils with other inclusion needs across the school, enabling children to achieve their potential and overcoming barriers to learning and participation in school.



Mrs Morgan – Family Liaison Officer

I work closely with families to develop parenting approaches and promote children's well-being including their emotional and social development. I often signpost families to appropriate local services. Families can speak to me in confidence.



Mrs Guise – SEN & Welfare Assistant

I assist the Inclusion Managers in supporting our pupils with SEND and medical needs across the school and work closely with school staff and with parents to ensure accurate and up to date information is held on school records.

Hampton Wellbeing Team

Our Wellbeing Team provide a range of individual and group-based interventions to support children with their emotional resilience. They work together with children, teachers and parents to support and address barriers to learning which present themselves in a variety of ways. Our Wellbeing Team consists of Mrs Owen, Mrs Brown, Mr Hoare and Miss Hougham.

Our Special Educational Needs Co-ordinator(s), or SENCO(s)

Mr D Walsh is Hampton Primary School's Assistant Headteacher for Inclusion. He has worked at the school since 2014 and holds the National SENCO Award. Mr Walsh leads the strategic development of SEND and inclusion across the school, oversees SEND provision, works closely with external agencies and supports staff in meeting the needs of pupils with SEND.

Mrs J Finch is Hampton Primary School's SENCO and Nursery Manager. She has worked at the school since 2013 and also holds the National SENCO Award. Mrs Finch supports the coordination of day-to-day SEND provision, supports staff in identifying and meeting pupils' needs, liaises with parents and external professionals and helps ensure pupils receive appropriate support and intervention.

Class/subject teachers

Class teachers are responsible for the progress and development of every child in their class, including pupils with SEND. They are the first point of contact for parents and play a central role in the Assess-Plan-Do-Review process. Teachers work closely with the Inclusion Team to implement reasonable adjustments, monitor progress and ensure children can access a broad and balanced curriculum.

Teaching assistants (TAs)

Our skilled team of teaching assistants support pupils both within lessons and through targeted interventions. They work closely with teachers and the Inclusion Team to help pupils develop academic skills, communication, independence, social skills and emotional wellbeing.

Teaching assistants may deliver interventions such as:

- Phonics support
- Precision teaching
- Reading interventions
- Speech and language activities
- Fine and gross motor interventions

- Social skills support
- Emotional literacy programmes
- Sensory circuits
- Nurture provision

Additional Provision Pathways

At Hampton Primary School, we recognise that some pupils may require additional support beyond that ordinarily available through high-quality classroom teaching and targeted interventions. To meet a wide range of needs, we offer a graduated model of provision that allows support to be tailored according to a pupil's strengths, needs and level of independence.

In addition to Hampton's Universal Core Provision, our graduated approach includes two additional pathways:

The Nest - Nurture Pathway

The Nest is Hampton's nurture-based pathway for pupils experiencing social, emotional or attendance-related difficulties, including anxiety, attachment needs and Emotional Barriers to School Attendance (EBSA). It provides a calm, low-demand environment where pupils can develop emotional literacy, self-regulation skills, confidence and resilience. Most pupils continue to access the majority of their learning within their mainstream classroom, with additional targeted support provided through nurture sessions, emotional regulation activities and structured opportunities to build positive relationships and readiness for learning.

Woodland Class - Complex SEND Pathway

Woodland Class is Hampton's own specialist internal provision for a small number of pupils with more complex special educational needs. This may include pupils with Autism Spectrum Condition (ASC), significant communication and interaction needs, social and emotional needs, sensory processing differences and complex learning needs. Woodland Class provides a highly structured, nurturing and sensory-informed environment with a higher adult-to-pupil ratio. Pupils benefit from personalised timetables, specialist teaching approaches, individual workstations, sensory regulation

spaces and a carefully adapted curriculum focused on communication, independence, emotional wellbeing and academic progress. Provision is closely linked to pupils' Personalised Learning Plans (PLPs) and Education, Health and Care Plan (EHCP) outcomes where applicable.

Alongside these pathways, pupils may also access additional support through our Wellbeing Team, breakfast nurture provision (The Hive), speech and language programmes, therapeutic interventions, play therapy, Drawing and Talking, social skills groups and support from external professionals. The level and type of support provided is reviewed regularly through the Assess-Plan-Do-Review process to ensure provision remains effective and responsive to each child's changing needs.

Staff Training and Expertise

Our staff receive regular training to ensure they have the knowledge and skills needed to support a wide range of special educational needs. Recent areas of training have included:

- Autism Spectrum Condition (ASC)
- Pathological Demand Avoidance (PDA)
- ADHD
- Speech, Language and Communication Needs (SLCN)
- Dyslexia and dyspraxia
- Hearing impairment
- Cued Articulation
- Language Through Colour
- Sensory Circuits
- Attachment and trauma-informed practice
- Mental health and wellbeing
- Diabetes and medical needs

Where additional expertise is required, we seek advice and training from specialist professionals and external agencies.

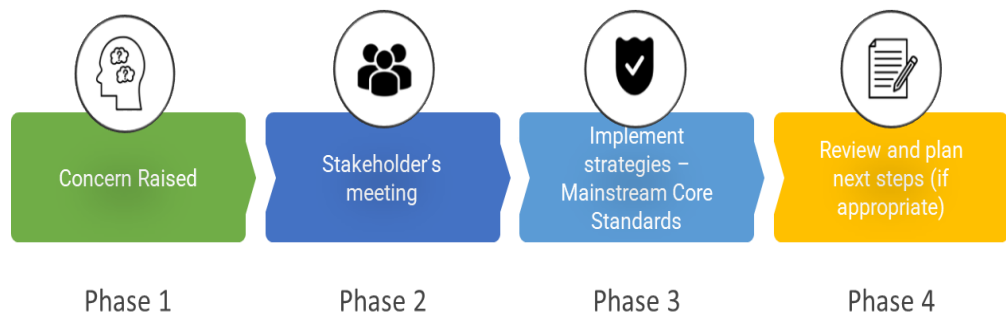
External agencies

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 SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners/Emotional Wellbeing Team
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- Physiotherapy
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Early Help
- Children's Social Care
- Physical Disability Service
- Communication and Assistive Technology Team (CATT)
- Voluntary sector organisations



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

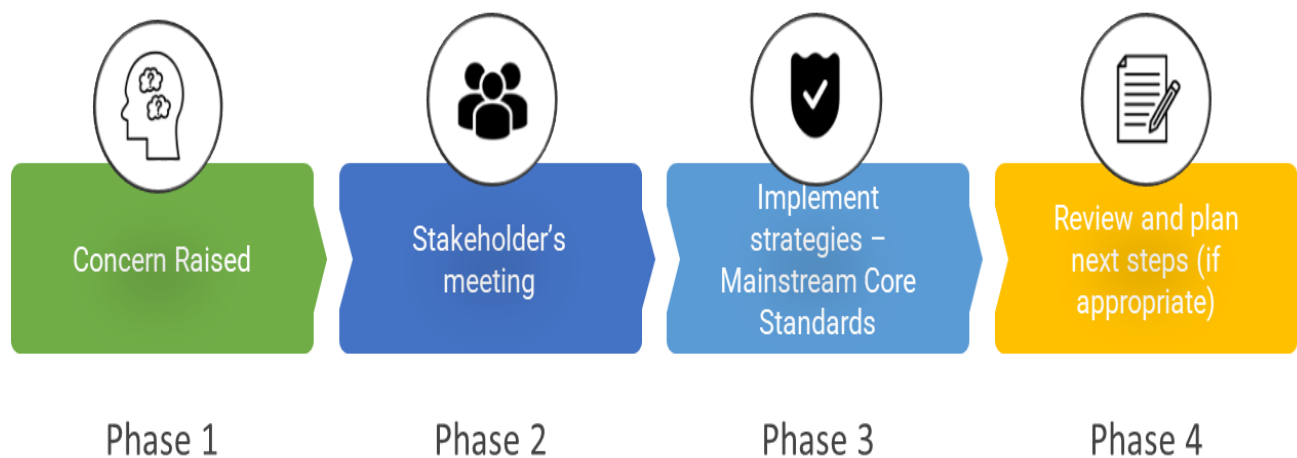


Phase 1	If you think your child may have Special Educational Needs or are concerned about any aspect of their learning, development, communication, behaviour or emotional wellbeing, we encourage you to speak to your child's class teacher in the first instance. Class teachers know their pupils well and are often best placed to discuss any concerns and suggest initial support strategies. Parents can contact class teachers through Class Dojo, by arranging a meeting through the school office, or during planned consultation meetings. If you would like further advice or feel your concerns require additional discussion, you can also contact a member of the Inclusion Team. The Inclusion Team works closely with teachers, parents and external professionals to ensure that any concerns are explored and appropriate support is put in place as early as possible.
Phase 2	We will arrange a meeting with you to discuss your concerns in more detail and develop a shared understanding of your child's strengths, needs and any barriers they may be experiencing. This meeting may involve your child's class teacher and, where appropriate, a member of the Inclusion Team. Together, we will consider the information available from home and school, agree any immediate support strategies and discuss the outcomes we hope to achieve for your child. A record of the discussion will be kept and any agreed actions shared with relevant staff.

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Phase 3	Following discussion, any agreed support strategies will be put in place and monitored over an agreed period of time. Initially, this may involve adaptations and support that is ordinarily available within Hampton's Universal Core Provision and are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . Any adjustments to teaching approaches, targeted interventions or additional pastoral support will be implemented and school staff will monitor the child's response to these strategies through ongoing assessment, observation and discussion with parents and carers. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	Where assessment, monitoring and review indicate that your child requires provision that is additional to or different from that ordinarily available, we may identify your child as having Special Educational Needs and Disabilities (SEND). If this is the case, we will discuss this with you and your child will be added to the school's SEND Register. A Personalised Learning Plan (PLP) may be developed, outlining agreed outcomes, support strategies and any interventions being provided. Support will be reviewed regularly through the Assess-Plan-Do-Review cycle, with parents, carers and pupils involved throughout the process. Where appropriate, advice may also be sought from external specialists to further understand and support your child's needs.

5. What happens if the school identifies a need?



At Hampton Primary School, all teachers are responsible for monitoring the progress, wellbeing and development of every pupil. We regularly review pupils' academic attainment, engagement, attendance and social and emotional development to identify any pupils who may require additional support.

Concerns about a pupil's progress or development may be raised by parents, teachers, support staff or external professionals. Where concerns are identified, we will gather information from a range of sources to develop a clear understanding of the child's strengths and areas of need. This may include discussion with parents and carers, observations in school, assessment information, pupil voice and feedback from members of staff who work with the child.

As part of this process, we may use a range of assessment tools and screening measures, including:

- Teacher assessments and progress data
- Phonics assessments
- Reading assessments
- Speech and Language Link assessments
- Boxall Profile assessments
- Dyslexia screening assessments
- Wellbeing and engagement measures

- Observations within the classroom and wider school environment

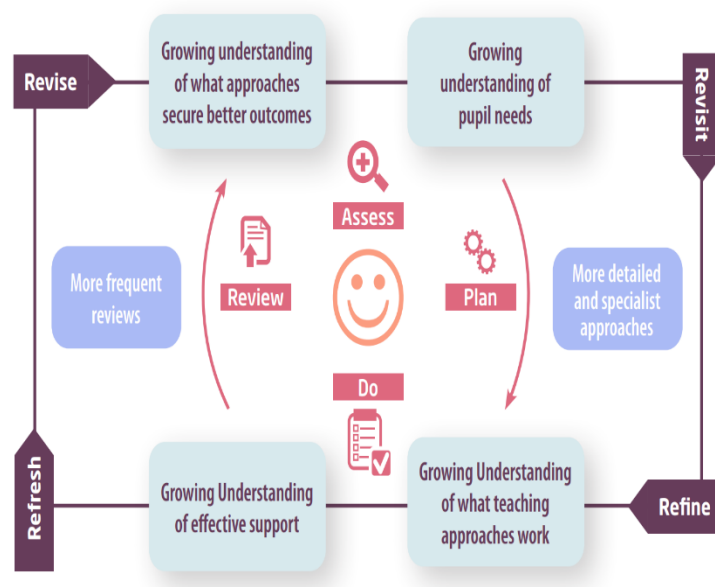
Where concerns are identified, appropriate support strategies will be implemented through Hampton's graduated approach. Initially, this is likely to involve additional support within our Universal Core Provision, including adaptive teaching, targeted interventions, pastoral support or reasonable adjustments within the classroom. The impact of these strategies will be carefully monitored and reviewed over time.

If a pupil continues to experience difficulties despite appropriate support being in place, the Inclusion Team may become involved to help identify further support strategies and, where appropriate, seek advice from external specialists such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists or the Specialist Teaching and Learning Service.

Where it is determined that a pupil requires provision that is additional to or different from that ordinarily available, they may be identified as having Special Educational Needs and Disabilities (SEND). Parents and carers will be fully involved in this process and support will be planned, implemented and reviewed through the Assess-Plan-Do-Review cycle to ensure provision remains responsive to the child's changing needs.

6. How will the school measure my child's progress?

At Hampton Primary School, we carefully monitor the progress of all pupils to ensure they are achieving their full potential and that support is having a positive impact. Progress is considered holistically and may include academic achievement, communication skills, independence, emotional wellbeing, social development and engagement with learning.



We follow the graduated approach outlined in the SEND Code of Practice, using a continuous cycle of Assess, Plan, Do and Review to identify needs, plan support, implement provision and evaluate its effectiveness. Parents, carers and pupils are involved throughout this process.

Assess

When concerns are identified, we gather information from a range of sources to build a clear picture of your child's strengths and needs. Assessment information may include:

- Teacher assessments and attainment data
- Progress towards age-related expectations
- Classroom observations
- Parent and pupil views
- Speech and Language Link assessments
- Reading and phonics assessments
- Dyslexia screening assessments
- Boxall Profile assessments
- Advice from external professionals where appropriate

Plan

If additional support is required, we will work with you and your child to agree outcomes and identify suitable strategies, interventions and reasonable adjustments. This information may be recorded within a Personalised Learning Plan (PLP) or EHCP Provision Plan.

Do

Support is implemented by class teachers, support staff and, where appropriate, members of the Inclusion Team. The class teacher remains responsible for the progress and development of your child on a daily basis and works closely with all staff involved in delivering provision.

Review

The impact of support is reviewed regularly to determine whether agreed outcomes are being achieved. Reviews may consider:

- Progress data and attainment
- Progress towards PLP targets
- Attendance and engagement
- Emotional wellbeing and social development
- Feedback from pupils
- Feedback from parents and carers
- Feedback from staff and external professionals

At Hampton Primary School, pupil progress is formally reviewed three times each year through our assessment and pupil progress cycle. In addition, pupils receiving SEND Support or who have an Education, Health and Care Plan (EHCP) may have more frequent reviews depending on their individual needs. Pupils with an EHCP will also receive an Annual Review to evaluate progress towards their long-term outcomes and ensure provision remains appropriate.

We believe that successful SEND provision is responsive and flexible. Information gathered through the review process is used to celebrate success, identify next steps and ensure that support continues to meet the changing needs of the child

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

At Hampton Primary School, we believe that parents and carers know their children best and play a vital role in helping us understand and meet a child's needs. We value strong partnerships between home and school and aim to involve parents and carers in all decisions relating to SEND provision.

If your child is receiving SEND Support, we will work closely with you to identify strengths, discuss any concerns and agree appropriate outcomes and support strategies. We will ensure that you are kept informed about your child's progress and the provision being put in place to support them.

Parents and carers will have opportunities to discuss their child's progress and provision through:

- Parent consultation meetings
- Personalised Learning Plan (PLP) review meetings
- Meetings with members of the Inclusion Team (as necessary)
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP)
- Telephone calls, emails and Class Dojo communication where appropriate
- Additional meetings arranged as needs arise

During review meetings, we will work together to:

- Discuss your child's strengths and areas of need
- Review progress towards agreed outcomes
- Evaluate the effectiveness of support and interventions
- Consider your views and aspirations for your child
- Agree next steps and any changes to provision

We recognise that your child's needs may change over time and encourage parents and carers to contact the school whenever they have questions, concerns or new information to share. Concerns can be discussed initially with your child's class teacher, who may involve the Inclusion Team where appropriate.

The Inclusion Team is available to provide advice and support throughout your child's time at school. We are committed to working collaboratively with families to ensure that every child receives the support they need to flourish both academically and personally.

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

At Hampton Primary School, we believe that children should be actively involved in decisions about their education and support wherever possible. We recognise that every child is unique and that the level and method of involvement will depend on their age, stage of development, communication skills and individual needs.

We seek to understand each child's views, wishes and aspirations and ensure these are taken into account when planning and reviewing support. Children are encouraged to share what they enjoy,

what they find difficult, what helps them learn effectively and any goals they would like to work towards. Their views help shape the support and provision they receive.

Pupils may be involved in decision-making through:

- Discussions with their class teacher or a trusted adult.
- Contributing to their Personalised Learning Plan (PLP) targets and reviews.
- Developing and reviewing One-Page Profiles that highlight their strengths, interests and preferred ways of being supported.
- Completing pupil questionnaires and wellbeing surveys.
- Attending or contributing to review meetings where appropriate.
- Sharing their views as part of Education, Health and Care Plan (EHCP) Annual Reviews. For some pupils, particularly those with communication or interaction needs, alternative approaches may be used to gather their views. These may include visual supports, symbols, drawings, photographs, observations, social stories or supported conversations with trusted adults.

Within Hampton's provision pathways, opportunities for pupil voice are embedded into everyday practice. Staff build strong relationships with pupils and use regular check-ins, reflective conversations and nurturing interactions to understand children's perspectives and ensure they feel listened to and valued.

We believe that when children are genuinely involved in decisions about their learning and support, they develop greater confidence, independence and ownership of their educational journey.



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

At Hampton Primary School, we believe that high-quality, inclusive teaching is the foundation of successful learning for all children. Your child's teacher is responsible and accountable for the progress and development of every pupil in their class, including those with Special Educational Needs and Disabilities (SEND). High-quality teaching is always our first response to meeting a pupil's needs.

We are committed to ensuring that all pupils can access a broad, balanced and ambitious curriculum. We recognise that children learn in different ways and may require varying levels of support at different times. Through Hampton's Universal Core Provision, staff use a range of adaptive teaching strategies and reasonable adjustments to remove barriers to learning and promote successful participation in all aspects of school life.

There is no "one-size-fits-all" approach to SEND support. Adjustments are made on an individual basis according to a child's strengths, needs and preferred ways of learning. Our approach is guided by the Kent Mainstream Core Standards, school assessment information and advice from specialist professionals where appropriate.

Adapting our teaching approaches

Teachers may adapt their teaching through:

- Breaking learning into smaller, manageable steps.
- Providing additional processing time.
- Pre-teaching and revisiting key vocabulary and concepts.
- Reading instructions aloud and providing verbal explanations.
- Using visual timetables, now-and-next boards and visual supports.
- Providing scaffolds, worked examples and additional modelling.
- Flexible grouping arrangements.
- Adapting tasks and outcomes to support success.
- Using Communication in Print resources and symbol-supported materials.

- Using approaches such as Cued Articulation and Language Through Colour. Adapting resources, staffing and the learning environment

We may also adapt resources and the learning environment through:

- Laptops and iPads.
- Assistive technology.
- Coloured overlays and adapted paper.
- Visual prompts and checklists.
- Larger print and adapted presentation materials.
- Individual workstations and low-distraction working spaces.
- Sensory resources and sensory regulation equipment.
- Access to sensory regulation spaces and wellbeing areas.
- Additional adult support where appropriate.

Teaching assistants work closely with class teachers to support learning, independence and engagement. Support may be provided within the classroom, through small-group work or through targeted interventions, depending on a pupil's individual needs.

Adapting the curriculum

Where appropriate, we adapt the curriculum to ensure that pupils can access learning successfully whilst continuing to make progress from their individual starting points. This may involve personalised learning targets, adapted resources, additional opportunities for practice and reinforcement, alternative methods of recording and delivery through highly personalised teaching approaches.

Additional interventions

Where pupils require support beyond classroom adaptations, they may access targeted interventions such as:

- Reading interventions.
- Phonics support.

- Precision Teaching.
- Speech and language programmes.
- Fine and gross motor skills interventions.
- Social skills groups.
- Emotional literacy support.
- Sensory circuits.
- Nurture-based interventions.
- Drawing and Talking.
- Play therapy.

For a small number of pupils who require more specialised support, Hampton offers additional provision through The Nest Nurture Pathway and Woodland Class SEND Pathway. These provisions provide highly personalised support, adapted curricula and specialist approaches designed to meet more complex social, emotional, communication and learning needs. Placement within these pathways is carefully considered and reviewed regularly in partnership with parents and carers.

The school also maintains an Accessibility Plan, which sets out how we will continue to improve access to the curriculum, the physical environment and written information for disabled pupils. This helps ensure that all pupils can participate fully in school life and achieve their potential. See the school's Single Equality Scheme and Accessibility Policy for further information.

<https://www.hampton.kent.sch.uk/page/?title=Policies&pid=141>

These adaptations and interventions form part of Kent County Council's Local Offer and contribute to our commitment to providing an inclusive education for all pupils.

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

At Hampton Primary School, we regularly review the effectiveness of SEND provision to ensure that the support we provide is helping pupils make progress and achieve positive outcomes. Progress is considered holistically and may include academic attainment, communication skills, social development, emotional wellbeing, independence and engagement in learning.

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Support and interventions are reviewed on a regular basis to determine whether they are meeting the intended outcomes for the pupil. Where support is found to be particularly effective, it may be continued. Where progress is limited, we will work with pupils, parents, carers and professionals to adapt the support being provided and identify next steps.

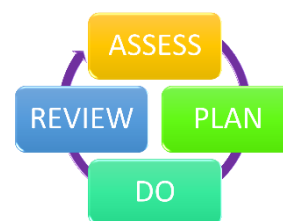
We evaluate the effectiveness of provision through:

- Reviewing progress towards Personalised Learning Plan (PLP) targets and agreed outcomes.
- Monitoring attainment and progress data through the school's assessment cycle.
- Reviewing the impact of interventions and targeted support programmes.
- Gathering feedback from pupils about their experiences and support.
- Seeking the views of parents and carers through review meetings and ongoing communication.
- Monitoring by the Inclusion Team and senior leaders.
- Reviewing attendance, engagement and wellbeing where appropriate.
- Using specialist assessment tools where appropriate, such as the Boxall Profile, Speech and Language assessments and other measures linked to a pupil's area of need.

For pupils accessing Hampton's specialist pathway provision, additional monitoring may take place through pathway-specific assessment systems and individual targets linked to emotional wellbeing, communication, regulation, independence and curriculum progress.

Pupils with an Education, Health and Care Plan (EHCP) will have a formal Annual Review each year involving parents, school staff and any relevant professionals. This review considers progress towards the outcomes identified within the EHCP and helps ensure that provision continues to meet the pupil's needs.

We believe that effective SEND provision should be responsive and flexible. Information gathered through reviews is used to celebrate success, identify next steps and ensure support remains closely matched to each child's needs.



11. How will the school ensure my child has appropriate resources?

At Hampton Primary School, we are committed to ensuring that pupils with SEND have access to the support, resources and equipment they need to achieve their potential. We use our best endeavours to ensure that appropriate provision is in place for every child and that support is tailored to their individual needs.

The level of support provided varies according to the needs of the individual pupil. Resources may include additional staffing, specialist equipment, adapted learning materials, assistive technology, therapeutic interventions or advice from external professionals.

Where appropriate, we may provide access to:

- Additional adult support within the classroom.
- Specialist teaching and intervention programmes.
- Laptops, iPads and assistive technology.
- Visual supports and communication resources.
- Sensory resources and regulation equipment.
- Adapted furniture, workstations or environmental adjustments where appropriate.
- Targeted nurture, wellbeing and therapeutic support.

Where specialist equipment, resources or expertise are recommended by external professionals, the school will work to secure these wherever possible. This may include advice and support from services such as the Specialist Teaching and Learning Service (STLS), Educational Psychology Service, Speech and Language Therapy, Occupational Therapy and other specialist agencies.

For a small number of pupils with more complex special educational needs, additional support may also be accessed through Hampton's specialist pathway provision, including The Nest Nurture Pathway and Woodland Class SEND Pathway, ensuring that resources and staffing can be matched appropriately to a pupil's level of need.

We regularly review the effectiveness of provision and resources through the Assess-Plan-Do-Review process to ensure that support remains appropriate, effective and responsive to each child's changing needs.

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



At Hampton Primary School, we are committed to creating an inclusive environment where all pupils feel valued, supported and able to participate fully in school life. We believe that pupils with SEND should have the same opportunities as their peers to experience learning, develop friendships and take part in the wider life of the school.

All of our pupils are encouraged and supported to participate in the full range of activities offered by the school, including:

- Curriculum lessons and enrichment activities.
- Educational visits and residential trips.
- Sports activities and competitions.
- School performances and productions.
- Breakfast, lunchtime and after-school clubs.
- School leadership opportunities, including pupil voice activities.
- Forest School, OPAL play opportunities and wider enrichment experiences.

We recognise that some pupils may require additional support or reasonable adjustments to access these opportunities successfully. Where appropriate, we will work with parents, carers and professionals to identify any barriers and put suitable support in place. This may include:

- Individual risk assessments.
- Additional adult support.

- Adapted resources and equipment.
- Alternative methods of communication.
- Environmental adaptations.
- Personalised preparation using visual supports, social stories or transition materials.
- Reasonable adjustments to activities, timings or expectations.

No pupil is excluded from participating in activities solely because they have SEND or a disability. We use our best endeavours to ensure that pupils are able to participate alongside their peers wherever possible. Decisions are made on an individual basis, taking account of a pupil's needs, strengths and safety.

For pupils accessing additional provision through The Nest Nurture Pathway or Woodland Class SEND Pathway, opportunities are provided to maintain connection with the wider school community and participate in shared learning, enrichment activities, events and celebrations where appropriate. Our aim is to ensure that all pupils experience a sense of belonging and inclusion within the school community.

In exceptional circumstances, where significant concerns remain regarding the safety of a pupil or others despite reasonable adjustments being explored, alternative arrangements may be agreed in partnership with parents and carers. Any such decisions are carefully considered, individualised and reviewed regularly to ensure pupils continue to access meaningful educational and social experiences.

Through our inclusive ethos, adaptive practice and graduated pathways of support, we strive to ensure that every child can participate, contribute and succeed as a valued member of the Hampton community.

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



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At Hampton Primary School, we are committed to providing an inclusive education for all children and welcome applications from pupils with Special Educational Needs and Disabilities (SEND). We believe that every child should have the opportunity to access high-quality education within a supportive and nurturing environment.

Our admission arrangements do not discriminate against or disadvantage children with SEND or disabilities. Applications are considered in accordance with the school's published admissions arrangements and relevant legislation, including the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010.

Where a pupil has an Education, Health and Care Plan (EHCP), the decision regarding school placement is made by the Local Authority in consultation with the school and the child's family. If Hampton Primary School is named in a child's EHCP, the school will work closely with the Local Authority and parents to plan for a successful admission and transition into school.

We encourage parents and carers of pupils with SEND to contact the school before admission so that we can discuss their child's strengths, interests and support needs. This allows us to work collaboratively with families, previous settings and other professionals to ensure that appropriate provision is in place from the outset.

When a pupil with SEND joins Hampton Primary School, we may:

- Liaise with previous schools, nurseries and educational settings.
- Meet with parents, carers and relevant professionals.
- Review existing reports and assessment information.
- Arrange additional visits or transition sessions where appropriate.
- Plan any reasonable adjustments, resources or support that may be required.
- Ensure staff are informed and prepared to meet the child's needs effectively.

We are committed to ensuring that pupils with SEND and disabilities have equal access to the curriculum, wider school activities and opportunities for success. Through careful planning, partnership working and our graduated approach to inclusion, we aim to ensure that every pupil experiences a positive start to their education at Hampton Primary School.

14. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. At Hampton Primary School, we are committed to ensuring that pupils with disabilities are fully included in all aspects of school life and have equal opportunities to participate, achieve and thrive alongside their peers. We recognise our duties under the Equality Act 2010 and take proactive steps to identify and remove barriers to learning, participation and inclusion.

We make reasonable adjustments where required to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers. Adjustments are considered on an individual basis and are informed by the pupil's needs, professional advice and discussion with parents and carers. These adjustments may relate to teaching approaches, resources, staffing, communication methods, assessment arrangements, the physical environment or participation in wider school activities.

Examples of support available for pupils with disabilities may include:

- Adapted teaching approaches and differentiated resources.
- Access to assistive technology, laptops or iPads.
- Alternative methods of recording and communication.
- Visual supports and communication aids.
- Additional adult support where appropriate.
- Access to sensory resources and regulation spaces.
- Adapted furniture, workstations or specialist equipment.
- Individual healthcare plans and medical support arrangements where required.
- Personal Emergency Evacuation Plans (PEEPs) where appropriate.

We have also made adaptations to our physical environment to improve accessibility for pupils, parents and visitors with disabilities. These include:

- Wheelchair-accessible entrances and routes around the school site.
- Disabled parking facilities.
- Accessible toilet facilities.
- Soundfield systems and acoustic adaptations in learning spaces.
- Accessible wellbeing and nurture spaces.
- Clear signage and visual wayfinding systems.
- Sensory-aware learning environments and specialist provision areas.

For some pupils requiring more specialist support, additional provision may be available through The Nest Nurture Pathway or Woodland Class SEND Pathway, where learning environments and approaches are further adapted to meet individual communication, sensory, emotional and learning needs.

The school maintains an Accessibility Plan, which outlines how we will continue to improve:

- Access to the curriculum for disabled pupils.
- The physical environment of the school.
- The availability of accessible information for pupils, parents and carers. Our Accessibility Plan is reviewed regularly and forms part of our ongoing commitment to creating an inclusive environment where all pupils can participate fully in school life and achieve their potential. Further information can be found in the school's Single Equality Scheme and Accessibility Policy, available on the school website.

<https://www.hampton.kent.sch.uk/page/?title=Policies&pid=141>

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

At Hampton Primary School, we recognise that emotional wellbeing, positive relationships and a sense of belonging are essential for successful learning. We are committed to supporting the

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mental health, emotional wellbeing and social development of all pupils and understand that some children may require additional support to help them engage successfully in school life.

Our inclusive ethos is underpinned by our core values of kindness, reflection, resilience and aspiration. We work hard to develop strong, trusting relationships with pupils and create an environment where children feel safe, valued and understood.

As part of our Universal Core Provision, all pupils benefit from:

- A positive and inclusive school culture.
- A comprehensive PSHE curriculum.
- Opportunities to develop friendships, confidence and resilience.
- Access to trusted adults who can provide support and guidance.
- Wellbeing and nurture support where required.
- Opportunities for pupil voice and participation in school life.

For pupils who require additional support with their emotional wellbeing, we are able to provide:

- Support from the school's Wellbeing Team.
- Access to The Hive breakfast nurture provision.
- Access to The Nest Nurture Pathway.
- Access to Woodland Class Complex SEND Pathway where appropriate.
- Emotional literacy interventions.
- Drawing and Talking therapy.
- Play therapy.
- Social skills groups.
- Sensory circuits and emotional regulation activities.
- Support from external agencies such as NELFT, Early Help and other specialist professionals where appropriate.

The school's Nurture Pathway, The Nest, provides additional support for pupils experiencing difficulties such as anxiety, emotional-based school avoidance (EBSA), attachment-related needs or challenges with emotional regulation. This provision offers a calm, nurturing environment where

children can develop emotional literacy, build confidence, strengthen relationships and increase their readiness for learning.

We actively seek the views of pupils and provide opportunities for children to talk about their experiences, feelings and any worries they may have. Staff use a range of approaches, including pupil voice activities, wellbeing check-ins and restorative conversations, to ensure children feel listened to and supported.

We are committed to maintaining a safe and respectful environment for all pupils and have a zero-tolerance approach to bullying and any form of discriminatory behaviour. Any concerns relating to bullying, discrimination or prejudice are taken seriously and dealt with promptly in accordance with the school's behaviour and safeguarding procedures. Pupils are taught about kindness, respect, difference and healthy relationships through our wider curriculum and everyday school life.

Where a pupil's social, emotional or mental health needs impact significantly on their education, we work closely with parents, carers and external professionals to ensure that appropriate support, interventions and provision are put in place. Support is reviewed regularly to ensure it continues to meet the child's needs and promotes positive outcomes.

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



At Hampton Primary School, we recognise that looked-after and previously looked-after children may face additional barriers to learning, wellbeing and educational achievement. We are committed to ensuring that these pupils receive the support, stability and encouragement they need to thrive both academically and personally.

Mr D Walsh, Assistant Headteacher for Inclusion, is the school's Designated Teacher for Looked After and Previously Looked After Children. Mr Walsh is supported in this role by the Deputy

Designated Teacher, Mr Phillips (Assistant Headteacher). This close alignment between Hampton's SEND leadership and vulnerable pupil provision helps ensure that support is coordinated effectively and that children's needs are understood holistically.

Where a pupil is both looked-after (or previously looked-after) and has SEND, we work closely with parents, carers, social workers, Virtual School staff and other professionals to ensure support is tailored to their individual needs. We regularly review academic progress, attendance, wellbeing and engagement to ensure that appropriate provision is in place and that any barriers to learning are identified and addressed at the earliest opportunity.

Looked-after children have a Personal Education Plan (PEP), which identifies educational priorities, support arrangements and targets. Where a pupil also receives SEND Support or has an Education, Health and Care Plan (EHCP), we ensure that the PEP, Personalised Learning Plan (PLP) and EHCP outcomes complement one another and contribute towards a shared understanding of the child's strengths, needs and aspirations.

In addition to academic support, pupils may access Hampton's wider wellbeing and inclusion provision, including support from the Wellbeing Team, nurture-based interventions, emotional literacy support, Drawing and Talking, Play Therapy, The Hive, The Nest and other tailored interventions where appropriate.

We are committed to ensuring that looked-after and previously looked-after pupils feel safe, valued and included within our school community. Through strong relationships, effective partnership working and a child-centred approach, we aim to ensure that every pupil can achieve positive educational, social and emotional outcomes.

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

At Hampton Primary School, we recognise that transitions can be both exciting and challenging for children and their families. We work carefully to ensure that transitions are planned, supportive and tailored to individual needs so that pupils feel confident, prepared and ready for the next stage of their education.

Transition between year groups

As pupils move from one year group to the next, staff work closely together to ensure important information about each child's strengths, needs and successful support strategies is shared. This includes information relating to academic progress, SEND provision, wellbeing and any additional support arrangements.

To support successful transitions, we may:

- Arrange additional visits to the new classroom.
- Provide opportunities to meet new teachers and support staff.
- Create transition booklets or visual supports.
- Share photographs of key adults and learning environments.
- Hold handover meetings between current and receiving staff.
- Develop personalised transition plans for pupils requiring additional support.

Transition into Hampton Primary School

We work closely with nurseries, pre-schools and previous educational settings to gather information about pupils before they join our school. This enables us to understand individual needs and ensure support is in place from the outset.

Where appropriate, additional visits, planning meetings and transition arrangements can be provided to help children become familiar with their new environment, routines and staff.

Transition to secondary school

Supporting pupils with SEND as they move to secondary school is a key priority. We work closely with receiving schools to ensure that information is shared effectively and that pupils feel prepared for the next stage of their education.

This may include:

- Meetings between Hampton staff and receiving secondary school staff.

- Transfer of SEND records, assessments and support plans.
- Additional transition visits.
- Meetings involving parents, carers and secondary school SENDCOs.
- Transition booklets, social stories and visual resources.
- Opportunities to meet key adults within the new setting.
- Small-group or individual transition support programmes.
- Emotional wellbeing and transition workshops where appropriate.

For pupils with an Education, Health and Care Plan (EHCP), transition planning begins well in advance of transfer to secondary school. Annual Reviews in upper Key Stage 2 focus on future provision and ensure that receiving schools are involved in planning for a successful transition.

Supporting independence and preparation for adulthood

Although preparation for adulthood is often associated with older pupils, we believe that developing independence begins from the earliest years. Throughout their time at Hampton, pupils are encouraged to develop skills that will support them throughout their lives, including:

- Communication and self-advocacy skills.
- Independence and organisation.
- Social and relationship skills.
- Emotional regulation and resilience.
- Decision-making and problem-solving.
- Confidence in managing change and new experiences.

Our aim is to ensure that every child leaves Hampton Primary School feeling confident, successful and well prepared for the next stage of their educational journey.

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

At Hampton Primary School, we recognise that supporting a child with SEND can sometimes feel challenging and that families may benefit from additional advice, guidance and support. We are

committed to working in partnership with parents and carers and will always aim to signpost families to appropriate services and sources of support when needed.

If you have questions about your child's learning, development, wellbeing or SEND provision, we encourage you to contact your child's class teacher or a member of the Inclusion Team. We are always happy to discuss concerns, provide advice and work collaboratively with families to identify solutions and support.

Kent Local Offer

The Kent County Council Local Offer provides information about the services, support, activities and opportunities available for children and young people with SEND and their families across Kent. This includes information relating to education, health, social care, leisure activities, transport and preparation for adulthood.

The Kent Local Offer can be accessed at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK)

Families may also access support through Information, Advice and Support Kent (IASK), which provides free, impartial and confidential information, advice and support to parents, carers, children and young people aged 0-25 with SEND. IASK can help families understand their rights, navigate SEND processes and participate fully in decisions affecting their child.

Contact details:

Information, Advice and Support Kent (IASK)

Shepway Centre
Oxford Road
Maidstone
ME15 8AW

Helpline: 03000 41 3000

Office: 03000 412 412

Email: iask@kent.gov.uk

Website: www.iask.org.uk

Additional Support Available

Where appropriate, families may also be signposted to:

- Early Help services.
- NELFT Emotional Wellbeing Services.
- Local community and family support services.
- District Social Prescribing services, which can provide support and signposting to local organisations and resources.

National SEND Organisations

The following organisations provide useful information, guidance and support for families of children and young people with SEND:

- IPSEA (Independent Provider of Special Education Advice)
- SEND Family Support
- Family Action
- NSPCC
- Special Needs Jungle

We believe that strong partnerships between home and school are essential in achieving the best outcomes for children. Our Inclusion Team is committed to supporting families, listening to concerns and helping parents and carers access the advice and support they need throughout their child's journey at Hampton Primary School.

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

At Hampton Primary School, we are committed to working in partnership with parents and carers and aim to resolve concerns quickly, positively and collaboratively. If you have any concerns about the support your child is receiving, we encourage you to discuss these with the school as soon as possible so that we can work together to find a solution.

In the first instance, concerns relating to SEND provision should usually be discussed with:

- Your child's class teacher.
- A member of the Inclusion Team.
- The SENDCO or Assistant Headteacher for Inclusion where appropriate. Most concerns can be resolved through informal discussion and partnership working between home and school.

If you feel that a concern has not been resolved satisfactorily, you may make a formal complaint in accordance with the school's Complaints Policy, which is available on the school website. Formal complaints will be considered in line with the procedures outlined within that policy.

If, after following the school's complaints procedure, you remain dissatisfied, you may seek support through independent disagreement resolution or mediation services. These services aim to help families and professionals work together to resolve disputes relating to SEND provision.

In some circumstances, parents and carers have the right to appeal decisions relating to an Education, Health and Care Plan (EHCP) through the First-tier Tribunal (Special Educational Needs and Disability). This may include decisions about:

- Education, Health and Care needs assessments.
- Issuing an EHCP.
- The contents of an EHCP.
- Amendments to an EHCP.
- Decisions to cease maintaining an EHCP.

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.

If you believe your child has experienced disability discrimination, you may also have the right to make a claim to the SEND Tribunal. Information about disability discrimination claims can be found on the government website. <https://www.gov.uk/complain-about-school/disability-discrimination>

Families can also access advice and support from Information, Advice and Support Kent (IASK), which provides free, impartial and confidential information, advice and support to parents, carers, children and young people with SEND.

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

We value feedback from parents and carers and view concerns and complaints as an opportunity to improve our provision and strengthen the support we provide for children and families. Our aim is always to work together to achieve the best possible outcomes for every child.

20. Supporting documents

The following documents provide further information about the school's approach to inclusion, safeguarding, attendance and supporting pupils with Special Educational Needs and Disabilities (SEND). Copies of these documents can be found on the school website.

- SEND Policy
- Single Equality Scheme and Accessibility Policy
- Safeguarding Policy
- Relationships and Positive Behaviour Policy
- Attendance Policy
- Medical and Intimate Care Policy
- Kent Mainstream Core Standards Guidance for Parents
- Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years



- Kent Local Offer for SEND

21. 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
- **EBSA** – Emotional Barriers to School Attendance. A term used to describe attendance difficulties where a child experiences significant anxiety, distress or other emotional factors that make attending school challenging
- **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 SEND 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 SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **PLP** – Personalised Learning Plan. A document used to record a pupil's strengths, areas of need, outcomes, support strategies and provision. Personalised Learning Plans are reviewed regularly with pupils and parents to monitor progress and inform next steps
- **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 pupils with SEND

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- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **STLS** – Specialist Teaching and Learning Service. A Kent specialist support service that works with schools to provide advice, assessment, training and strategies for pupils with SEND
- **The Hive** – Hampton Primary School's breakfast nurture provision. The Hive provides additional support for pupils who may benefit from a structured, nurturing start to the school day, helping them feel ready for learning and promoting emotional wellbeing
- **The Nest** – Hampton Primary School's Nurture Pathway Provision. The Nest provides targeted nurture and emotional wellbeing support for pupils who may be experiencing anxiety, attachment-related needs, emotional regulation difficulties or Emotional Barriers to School Attendance (EBSA)
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- **Woodland Class** – Hampton Primary School's SEND Pathway Provision. Woodland Class is the school's specialist internal provision for a small number of pupils with more complex special educational needs, including communication and interaction needs, sensory differences and complex learning needs. It provides a structured, nurturing and highly personalised learning environment