



SEN Information Report — Hambledon Primary School

(Reviewed September 2026 — next review: September 2027)

Introduction

Hambledon Primary School is a small village mainstream school. Our vision is Enjoy, Aspire, Achieve and our values are Respect, Resilience, Innovation. We are committed to inclusive practice and ensuring every pupil, including those with special educational needs and disabilities (SEND), has access to a broad, ambitious curriculum and the support they need to achieve.

Key contacts

- Headteacher: Adrienne Corr
- SENCO: Katy Angio
- SENCO email: sendco@hambledon.hants.sch.uk
- School office telephone: 02392632440
- Designated Safeguarding Lead: Adrienne Corr

We support pupils with needs across the four broad areas of the SEND Code of Practice:

- Communication and Interaction (including ASD and speech, language and communication needs)
- Cognition and Learning (including specific learning difficulties)
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs

Identification, assessment and the graduated approach

- Identification is ongoing: teachers monitor progress and raise concerns early. Concerns may arise from assessments, observations, parent or pupil feedback, or external reports.
- We use a graduated Assess → Plan → Do → Review cycle. Class teachers retain day-to-day responsibility for pupils' learning with support from the SENCO and learning support staff.

- Where targeted support does not secure expected progress after two to three cycles, we discuss placement on the school's SEN register with parents and put in additional or specialist provision as needed.
- When placed on the SEN register, children will be given a learning support plan. This will have up to 3 targets which the children will work on alongside the provision which will be put in place to support them in this target. These will be written on our Insight assessment package and will be sent to parents 3 times a year (October/ February and May half term points).
- If, despite appropriate and purposeful action, a pupil does not make expected progress and is not achieving the targets set out on their learning plans, the school will support parents to request an Education, Health and Care (EHC) needs assessment. The local authority will expect to see evidence of the school's action and progress data.

Involving parents, carers and pupils

- Parents are involved at every stage. Targets and provision are shared and reviewed termly. Written reports are provided in the spring term, and we operate an open-door approach for additional meetings.
- Pupils are involved in setting outcomes where appropriate and contribute to one-page profiles and review meetings in a manner suitable to their age and understanding.

Assessing and reviewing progress towards outcomes

- Progress is reviewed at least termly through pupil progress meetings, SEND reviews and intervention trackers.
- We use teacher assessment, standardised tests where appropriate, intervention data and professional reports to judge progress. For pupils working below national expectations we use small-step outcomes and engagement measures.

Support for transitions

- Reception transition: we liaise with pre-schools, arrange additional visits and share information with parents and settings.
- Year-group transition: class teachers and the SENCO meet receiving staff to hand over one-page profiles and provision information.
- Secondary transition: we arrange joint visits, transfer meetings and share records, including EHC plans where relevant.

Teaching approaches and classroom adaptations (Ordinarily Available Provision)

- Our core expectation is that universal (Ordinarily Available) provision is high quality and consistent across classrooms. This includes: clear routines and visual supports; structured tasks and scaffolds;

reduced cognitive load; flexible grouping; and explicit language support. Embedding OAP is a current school priority and will be evident in learning walks.

- Teachers adapt planning, resources and the learning environment to meet individual needs (visual timetables, multisensory inputs, scaffolded resources).
- Targeted small-group or 1:1 interventions are time-limited, evidence-based and monitored for impact.

Specialist services and expertise

- We work with a range of external professionals including: Educational Psychology, Speech and Language Therapy, CAMHS, Occupational Therapy, Physiotherapy and local outreach services.
- The SENCO coordinates referrals and secures specialist input where necessary. Staff training is responsive to pupil needs and includes OAP strategies, dyslexia awareness, ASD approaches, and social-emotional support. The school has staff trained in ELSA and Mental Health First Aid.

Evaluating effectiveness

- We measure success by pupil progress against outcomes, increased independence and maintained engagement (target engagement score: 4+), and reduced behaviours linked to uncertainty and transitions.
- Monitoring includes termly review meetings, intervention trackers, learning walks focused on OAP, and governor oversight. The SEND Governor receives termly updates.

Enabling pupils to engage in activities with peers

- All reasonable adjustments are made so pupils with SEND can take part in clubs, trips and school activities. Risk assessments and additional staffing or resources are planned as required.

Emotional, social and mental health support

- We provide whole-school approaches (PSHE, clear routines), targeted support (social skills groups, ELSA) and make referrals to external services when needed. Anti-bullying measures are applied consistently and incidents are dealt with promptly. Mrs Bolton is our Mental Health lead in school and Mrs Anglo and Mrs Walker both have Mental first aider training.

Accessibility and reasonable adjustments

- The school is a single-storey Victorian building on a sloping site. Some classrooms have steps and there are currently no accessible toilets. Reasonable adjustments have been made where possible. For pupils with significant mobility needs we will work with parents and the local authority to identify adaptations or suitable alternative arrangements.

Looked-after children with SEND

- Looked-after pupils with SEND have their provision linked to their PEP and receive termly review alongside SEND processes.

Complaints

- If parents/carers are unhappy with SEND provision they should follow the school complaints procedure (link on website). Independent advice is available from the local SEND Information, Advice and Support Service (SENDIASS).

Contribution to the Local Offer

- Our Local Offer contribution and the local authority's Local Offer are available at:
<https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/>.

Record keeping and data protection

- We maintain accurate records of provision and progress in line with data protection requirements. Records of additional provision are used in reviews and when the local authority considers an EHC assessment.

Review and publication

- This report is published on the school website and updated at least annually or sooner if necessary. Last reviewed: September 2026. Next review: September 2027.

How to contact us

- To discuss your child's needs contact the class teacher in the first instance. The SENCO is part time (Monday and Tuesday) and can be contacted via sendco@hambledon.hants.sch.uk or the school office on 02392632440.