



At Hotwells Primary School, all staff share a **deep commitment to inclusion**. We pride ourselves in our **dedication to meeting the needs of all of our children** to ensure they make the best possible progress in school. **Our small and nurturing environment** ensures that staff know all children well and are quickly able to notice changes or emerging needs. At the heart of our provision is a strong commitment to **working collaboratively with parents and carers**. We recognise the important expertise they offer and ensure they are actively involved in planning, implementing and reviewing their child's provision:

'The SEND provision at Hotwells is fantastic! We have been impressed by the personal approach taken to every child's learning. We transitioned during juniors and the small school environment has suited our son and increased his confidence. Initiatives like the Treehouse, Lego therapy, and adaptations to transitions are hugely beneficial.' - Parent of a child with an EHCP.

'She loves Hotwells so much and we are seeing a huge positive change in her. She's always telling us about what she's been learning, saying how happy she is and has loved the trips.' - Parent of a child on SEND Support.

The **definition of SEND** is 'those children who need something different from or additional to what is being delivered by a class teacher using quality first teaching'.

SEND Code of Practice 0-25yrs Sep 2014 identifies this as;

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions."

At Hotwells Primary School, we support children across the four broad areas of need, which are detailed in the SEND Code of Practice, 2014:

- **Communication and Interaction** e.g. Speech, Language and Communication Needs, Expressive and receptive language difficulties, Social Communication Difficulties, Autism Spectrum Condition
- **Cognition and Learning** e.g. Specific Learning Difficulties including dyslexia, difficulties with attention and concentration, working significantly below age related expectations)
- **Social, Emotional and Mental Health** e.g. ADHD, Attachment and relationship needs, anxiety, emotional regulation difficulties, low self-esteem, EBSA
- **Sensory and/or physical** e.g. sensory processing differences, sensory seeking behaviours, hearing impairment (HI), fine and gross motor difficulties and medical conditions requiring reasonable adjustments.

On the following pages are some commonly asked questions which explain how we support children at Hotwells Primary School.

This SEND Information Report was last updated in September 2026 and will be reviewed and updated annually.

How are children's needs identified and assessed at Hotwells Primary School?

At Hotwells Primary School, we use a range of approaches to identify pupils who may need additional support. We identify needs through the following processes:

1. Previous Schools or Nurseries:

As part of our transition process, we work closely with previous schools or nurseries to obtain information about a child's progress, needs and existing support strategies.

2. Ongoing Observation and Assessment:

Class teachers regularly observe children's learning, behaviour, and social interactions. Daily interactions and smaller class sizes help staff spot early signs that a child may be finding aspects of school difficult.

3. Teacher and Support Staff Concerns:

Teachers and learning support assistants (LSAs) raise concerns with the SENDCo via an 'Early Identification of Need' form if they notice barriers to learning—such as difficulties with communication, attention, social skills, emotional regulation, or physical development.

4. Parent and Carer Input:

Parents know their children best. We encourage families to share any concerns and listen carefully to parent observations. The class teacher is the first point of contact for any parent who is concerned about their child's progress or wellbeing in school.

5. Monitoring of Progress:

We review pupils' progress termly. If a child is making slower than expected progress, or progress is significantly different from their peers, this may indicate an underlying need.

6. Pupil Voice:

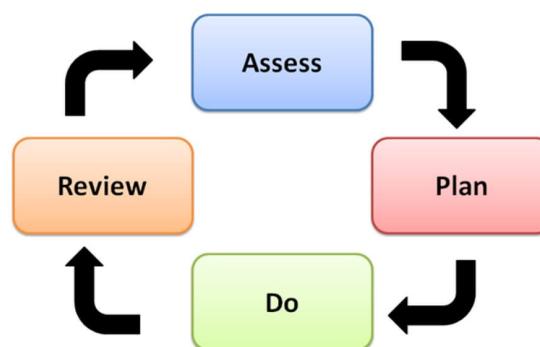
Where appropriate, we talk with pupils to understand how they feel about their learning and any difficulties they are experiencing.

7. Involvement of External Professionals:

When needed, and with parental consent, we seek advice from outside agencies such as Educational Psychologists, Speech and Language Therapists, North Star, the Bristol Autism Team or health professionals.

Graduated Approach:

At Hotwells Primary School, we follow a **graduated approach** (see diagram below), to supporting pupils with SEND, ensuring that needs are identified early and appropriate adaptations and interventions are implemented.



Who are the key people involved in supporting children with Special Educational Needs and Disabilities (SEND) at Hotwells Primary School?

Class teacher:

- Class teachers are the **first point of contact** for any parent who is concerned about their child's progress or well-being in school.
- They regularly check on the progress of the children in their class and identify, plan and deliver any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.

- Class teachers are responsible for writing Individual SEND Learning Plans and sharing and reviewing these with parents at least three times a year.
- They ensure that all staff working with a child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress.
- Teachers ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

Learning Support Assistants (LSAs):

- LSAs work closely with teachers to help deliver targeted support for pupils with SEND.
- They implement planned interventions, assist with differentiated activities and help create an inclusive, supportive learning environment.
- LSAs also provide feedback to the class teacher and SENDCo about a child's progress, ensuring that support can be reviewed and adapted as needed.

Special Educational Needs or Disability Co-ordinator (SENDCo):

Our SENDCo is Mrs. Claire Burn. The SENDCo is responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND).
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing.
- Liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known).
- Monitoring the progress of children with SEND.
- Monitoring and evaluating the effectiveness of the provision across the school as a whole.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND achieve the best progress possible.
- Coordinating staff training needs.

Headteacher:

Our Head of School is Mr. Matt Edwards and Mrs. Helen Faulkner is our Executive Headteacher (working one day a week). They are responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Giving responsibility to the SENDCo and class teachers but is still responsible for ensuring that children's needs are met.

- Working with the SENDCO to monitor the effectiveness and efficiency of SEND provision across the school.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor:

Our SEND Governor is Mrs. Jacqui Manning. The SEND Governor is responsible for:

- Liaising with the SENDCo and reporting back to the Governing Body that the school is meeting its statutory duties for SEND provision.

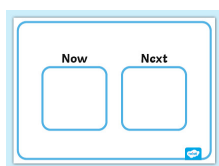
What are the different types of support available for children with SEND at Hotwells Primary School?

High-Quality Whole-Class Teaching:

We believe that every pupil should benefit from ambitious, high-quality teaching, and we take active steps to ensure this is achieved wherever possible. In school, we follow the CUSP curriculum which is firmly rooted in the science of learning and focuses on a clearly sequenced curriculum which is systematically planned. The curriculum across all subjects uses a range of strategies to ensure that all learners, no matter what their need, can be included in the lessons.

For each child, this means:

- Class teachers maintain the highest expectations for every pupil, including your child, and ensure that all pupils are challenged and supported to achieve well.
- Lessons are carefully planned and adapted to meet the specific needs of different groups of pupils. Teachers use a range of approaches - such as scaffolding, modelling and targeted support - to enable every child to access the curriculum and make strong progress.
- Learning Support Assistants are trained and deployed in ways to support pupils' access to high-quality teaching and learning wherever possible. They provide targeted scaffolding, reinforce key learning and support pupils to develop increasing independence.
- Specific resources are carefully considered and provided where appropriate to enable pupils to learn successfully alongside their peers. These may include items such as ear defenders, Now & Next boards, visual timetables, reward systems, speak-to-text software or other personalised supports that promote access to learning. For children with SEND, these will be documented on their Learning Plan.



- Class teachers closely monitor pupils' progress and identify any emerging gaps in understanding. Where needed, additional support or targeted intervention is put in place to help pupils keep up and make strong progress.
- All educational visits and trips are planned with inclusion in mind, ensuring that every child can participate as fully as possible. Where additional arrangements are needed, we work closely with parents and carers to plan these in detail so that all pupils can access the experience safely and successfully.

Small-group Interventions:

Some pupils may take part in **small-group intervention** sessions during the school week.

- These groups may take place within the classroom, in a nearby quiet space or in the Treehouse Room (see below), depending on the needs of the pupils.
- Interventions are led by a teacher or, more commonly, a trained learning support assistant, working under the guidance of the class teacher.
- The purpose of these groups is to provide targeted support to help pupils secure key skills and make good progress across all areas of development, including their academic learning, social skills and emotional well-being.
- Examples of interventions used at Hotwells include programmes such as Lego-based therapy (A structured, play-based intervention that supports the development of communication, social interaction, teamwork, problem-solving and emotional regulation through collaborative LEGO® activities), SNIP Literacy (A structured, evidence-based intervention that supports pupils to develop reading, spelling and writing skills through small-step learning) and sensory regulation activities (e.g. sensory breaks) which are selected according to pupils' individual needs.

Specified Individual Support:

Some pupils may need individual support that goes beyond what the school can provide from its usual SEND budget. This support may be delivered through an Education, Health and Care Plan (EHCP) or, in some cases, through professionally recommended interventions without an EHCP.

Support Through an EHCP:

If a pupil has significant and long-term needs, the school or parents/carers may request a statutory assessment from the Local Authority.

If agreed, the Local Authority gathers information from parents, school staff and relevant professionals.

Where criteria are met, an EHCP is issued. This sets out the pupil's strengths, needs, outcomes, and the provision that must be in place.

Please note: An EHCP does not automatically provide full-time 1:1 support; the level of support is based on what the plan specifies.

Support Without an EHCP:

Some pupils may receive planned individual support without having an EHCP, especially when recommended by an external professional e.g. At Hotwells, we provide Speech and Language Therapy (SALT) interventions delivered by a trained Learning Support Assistant (LSA). These sessions follow the programme set by our Speech and Language Therapist and may include individual or small-group work. This helps pupils access targeted support promptly, even if they do not require an EHCP.

The Treehouse

Our Treehouse provides a calm, nurturing and well-resourced base designed to support pupils with a range of SEND needs. One of our key provisions is our **Sunrise Sessions**—a gentle, structured start to the day for children who find the home-to-school transition challenging. Starting ten minutes earlier than the main school day, these sessions offer a quieter arrival, a piece of toast, a friendly chat with our trained LSAs, and the opportunity to take part in calm or sensory-regulation activities before heading into class. This supportive start helps pupils feel grounded, ready, and confident for the day ahead.

'It's been a very busy year this year, and for my child to have been able to go to the Treehouse in the mornings has made quite a big difference for both of us. It meant the mornings generally had a calmer start, which has been very helpful. I think it's been a great initiative, and I hope other families have found it useful too.' Parent of child who accesses the Sunrise sessions.

Throughout the school day, the Treehouse is available as a safe space for pupils to access **sensory regulation and movement breaks** with support from an LSA. Children can choose from a range of resources, such as our climbing frame, wobble board and peanut balls, enabling them to regulate, refocus and return to learning successfully. The space also hosts **Calm Club**, providing an indoor alternative to lunchtime outside, and is used for targeted interventions including LEGO® Therapy. The Treehouse is an integral part of our inclusive provision, helping pupils develop independence, emotional resilience and positive learning habits.

How are parents involved and included in the provision for SEND pupils at Hotwells Primary School?

We recognise that children achieve the best when there is a strong partnership between parents and school, and as such we want parents to be fully involved in their child's education. Throughout the school year, the school will provide a range of opportunities for parents to be involved:

- SEND Learning Plans are reviewed three times a year as part of our graduated approach. Parents and carers are fully involved in each review. These reviews help us monitor progress, update targets, and ensure that support remains appropriate to your child's needs. As part of these meetings your child will also be asked for their views.
- A yearly meeting (Annual Review) for any child with an EHCP involving parents, school and any relevant external agencies, to review the child's progress.
- Parent Consultation Meetings in the Autumn and Spring term. This is for all children. During these meetings parents have the opportunity to view books.
- End of Year Reports to parents.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We also host regular coffee mornings, run by Bristol Parents and Carers which has been really successful in providing a space for parents to link up with other parents who also have children with SEND at Hotwells.

How do we support and train our staff to work effectively with pupils with SEND?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- School staff complete a 'SEND Skills and Knowledge Audit' annually which helps inform training.
- The SENDCO and Senior Leadership Team plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on different areas of SEND. Already planned for the 2026-27 academic year is:
 - **OPAL (Outdoor Play and Learning):** Developing high-quality, inclusive play opportunities that support children's physical development, social skills, emotional wellbeing, creativity and resilience through improved outdoor provision.
 - **Dyslexia:** Continuing professional development to improve staff understanding of dyslexia, including the identification of barriers to learning and the implementation of evidence-based classroom strategies to support literacy and learning.

- **Attachment and Trauma:** Training to develop staff knowledge of attachment theory and the impact of trauma and adverse childhood experiences (ACEs), enabling them to provide nurturing, relational and trauma-informed approaches that support pupils' emotional wellbeing and engagement in learning.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. E.g. Good Autism Practice and Navigating Demand Avoidance with Empathy and Adaptability run by BAT, Team Teach Training (behaviour management/positive handling) and Makaton.

Who are the other agencies that the school works with to support my child with SEND?

External agencies include:

- North Star Outreach Behaviour support
- Bristol Autism Team (BAT)
- Educational Psychology
- Occupational Therapy
- Physiotherapy
- Speech and language Therapy
- Child & Adolescent Mental Health (CAMHS), including Primary Mental Health Specialists
- School Nurse
- Community Paediatrician
- Social Care

How accessible is Hotwells Primary School?

The school site is not wheelchair accessible throughout. The school is housed in Victorian buildings and currently there are no lifts or ramps throughout the building. There is level access to the Reception/Year 1 classroom, the hall, a disabled toilet and onto the playground. There is one disabled toilet.

Our Accessibility Plan is published on the school website and includes details of accessibility for the buildings, curriculum and other aspects of school life.

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education and life?

We support smooth transitions for all pupils by encouraging pre-start visits, during which children meet their new class and teacher. The Headteacher or Assistant Headteacher meets with all new parents, and we liaise closely with pre-school settings, visiting them whenever possible. New Reception families are invited to a June information evening, and children attend an afternoon visit in the summer term. Home visits take place in September. For children identified with SEND, the class teacher and/or SENDCO work closely with pre-school staff and families to plan individualised support to help each child settle confidently.

When pupils move on to secondary school, we share information with the receiving school and arrange enhanced transition where needed, such as extra visits, social stories, picture books and small-group preparation. We also ensure smooth transitions between classes, with opportunities for children to meet their new teacher and visit their new classroom. For those who need additional support, enhanced transition may include photo books, extra visits, pen pictures or small-group discussions to help them feel prepared and secure.

Who can I contact for further information?

The first point of contact is your child's class teacher. You could also arrange to meet our SENDCO, Mrs. Claire Burn. You can contact them via SENDCO@hotwellsprimaryschool.org.

For parents considering Hotwells Primary School for their child:

- Please contact the school office to arrange to meet Mrs. Burn (SENDCO) and/or Mr. Edwards (Head of School). We will be happy to discuss with you how we can meet your child's needs.
- Look at the SEN policy on our website.
- Contact SEND and You for Parents – <https://www.sendandyou.org.uk/>
- Bristol Parents and Carers are also a great source of information and support – <https://www.bristolparentcarers.org.uk/>

For parents who have concerns about the provision made for their child:

- Please speak to your child's class teacher in the first instance.
- If your concerns continue, you can contact the SENDCO (email above) and/or the head teacher.
- If your concerns have not been addressed then we recommend that you follow our complaints policy ([Link](#)).