

# SEND Information Report

## Hatton Park Primary School

<b>Approved by:</b>	John Canavan	<b>Date:</b> 9.9.25
<b>Last reviewed on:</b>	4.9.25	
<b>Next review due by:</b>	9.9.26	

### Introduction

Hatton Park Primary School in partnership with The Meridian Trust is an inclusive school committed to meeting the needs of all pupils including those with SEND.

Welcome to our SEND information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of policy for pupils with SEND. This information is updated annually.

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## 1. Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.

## 2. Contacts

The SENDCO is **Helen Bett**: [hbett@hattonpark.org](mailto:hbett@hattonpark.org)

The SEND governor is Debbie Lienau.

The Head teacher is Mr. John Canavan [head@hattonpark.org](mailto:head@hattonpark.org)

### 3. SEND information report

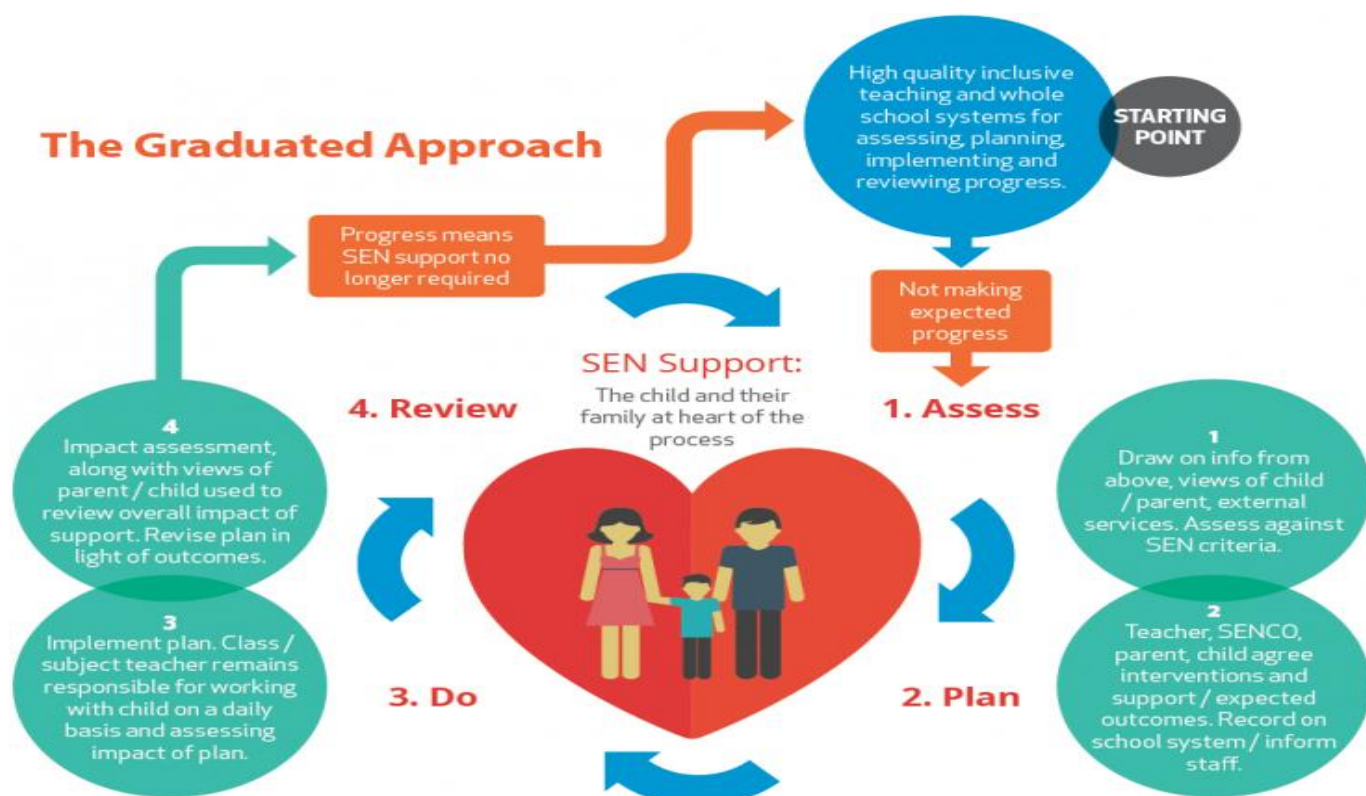
#### 3.1 Range of SEND needs

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

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

#### 3.2 Identifying pupils with SEND and assessing their needs.

At Hatton Park Primary School we follow a graduated approach



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

- is significantly slower than that of their peers starting from the same baseline,
- fails to match or better the child's previous rate of progress,
- fails to close the attainment gap between the child and their peers,
- widens the attainment gap.

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

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

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

### 5.3 Consulting and involving pupils and parents.

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

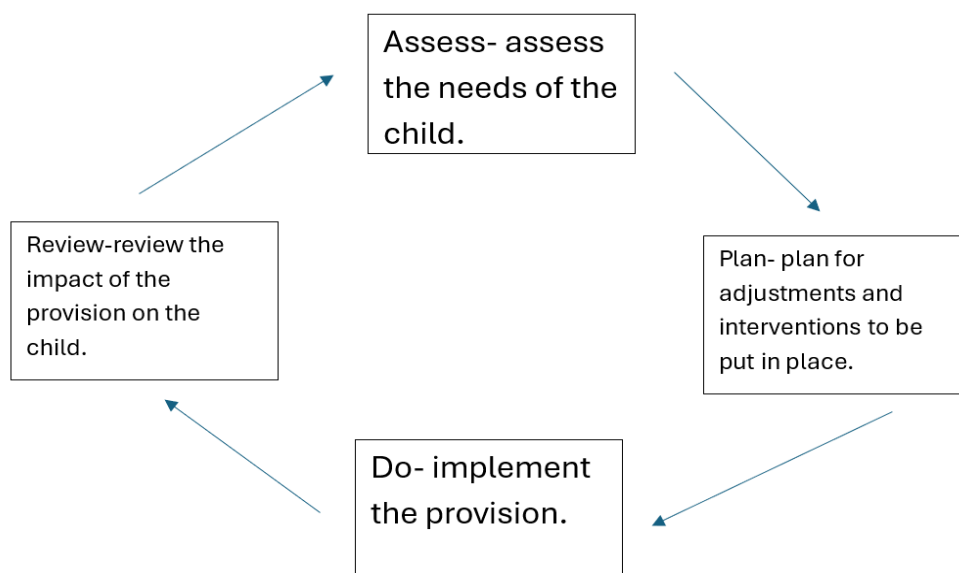
- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The child's name will then be added to a confidential register of pupil with SEND in our school. We are required to report this on the school census. The child will then have their progress reviewed termly through use of an action plan on the APDR cycle.

### 5.4 Assessing and reviewing pupils' progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review- ADPR cycle**.



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

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

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

## **5.5 Supporting pupils moving between phases and preparing for adulthood.**

We will share information with the school, college, or other setting the pupil is moving to. All pupils will be offered induction sessions in new school settings. Additional introductory inductions sessions will be arranged as necessary for pupils with SEND. The SENDCo of the transition setting will be invited to the Transition Annual Review in the Autumn term of Year 6 where an EHCP is in place.

## **5.6 Our approach to teaching pupils with SEND**

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

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. For example, a child with a physical difficulty may be offered the clicker program to complete written tasks. We also liaise with a variety of agencies, including play therapy.

We also offer a range of needs led intervention groups:

- **Communication Circle**
- **KS1 Language for thinking**
- **Expanded Rehearsal Technique**
- **Precision teaching for reading and spelling**
- **Cued spelling**
- **Spiral's language programme**
- **Black Sheep programme barrier games**
- **Shape coding**
- **Colourful semantics**
- **Fizzy hands**
- **Fine motor skills**
- **Sensory Circuits**
- **BEAM physical programme**
- **First Class @ number**
- **First class @ calculation**
- **5-minute boxes for maths and Literacy**
- **Social Stories**

- **Lego Training**
- **Social groups**
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### **Alternative Provision**

We are working towards an enhanced provision established for children whose progression in school is of concern due to barriers caused by behaviour, emotional wellbeing needs or social difficulties. Children are still part of their class but will spend an unspecified time in the provision engaged in a blend of nurture and catch-up curriculum tasks. Any of the above interventions take place depending on the individual needs of the child. We aim to reintegrate children into the classroom as appropriate.

## **5.7 Adaptations to the curriculum and learning environment.**

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

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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## **5.8 Additional support for learning.**

Teaching assistants are trained to deliver the interventions in Section 5.6

Teaching assistants may support pupils on a 1:1 basis when there are identified special needs which require targeted support. This may include children with an EHCP.

Teaching assistants will support pupils in small groups when pupils require support with identified areas of the curriculum to accelerate progress and embed key skills and core knowledge.

Other agencies are also included in providing additional support for learning where necessary to best meet pupil needs (see Section 5.14)

## **5.9 Expertise and training of staff.**

Our SENDCo has over 3 years' experience in this role and has worked as a primary school teacher for 34 years. The SENDCo has achieved the National SENDCo Award, has a B.Ed. (Hons) QTS, holds a degree in Psychology (Hons) (BPS) and has taught all ages from Reception to Year 6.

The SENDCo and head manage a team of teaching assistants who are trained to deliver SEND provision. The SENDCo is also able to call upon the expertise and advice of a team of other SENDCos working in schools across The Meridian Trust.

In the last three years, staff have continued to update their training in several areas including Clicker, Autism Education Trust training, Lego based therapy, precision teaching, phonics and early reading skills, using phonics to support spelling, supporting early writing, Developmental Language Disorder (DLD), vocabulary training, the graduated response and action plans and Therapeutic Thinking (Respectful Relationships) and Recovery through Relationships.

We use specialist staff for Speech and Language Therapy. Our link therapist is currently Michalea Langford.

### **5.10 Securing equipment and facilities.**

Equipment is regularly catalogued and audited to ensure security and user-relevance. Personal equipment relating to Special Educational Needs are kept securely in compliance with the school's GDPR policy which can be found on the school website or by request. Information is shared and kept only according to GDPR regulations. All SEND equipment is kept securely onsite.

### **5.11 Evaluating the effectiveness of SEND provision.**

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

- Reviewing pupils' individual progress towards their goals each term alongside pupils and parents/carers
- Reviewing the impact of interventions after 6-8 weeks. Teachers record response to intervention on provision maps.
- Using pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Using action plans as part of the graduated response
- Holding annual reviews for pupils with EHCP plans.
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### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND.**

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils go on school trips and any additional accessibility support will be discussed and agreed in advance with parents. Where a child has SEND, this will be considered when planning activities. Every effort will be made to provide support to enable all pupils to access the trip.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEND, this will be considered when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

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

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully as possible, and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to individuals' level and type of need.

More detail can be found in our Accessibility plan which can be found on our website.

### 5.13 Support for improving emotional and social development

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

- All pupils, including those with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents.

Pastoral support arrangements include:

- Play therapy counselling
- comprehensive PSHE curriculum
- a range of interventions to support children with their emotional development including social skills groups, confidence building groups, and explicit teaching to identify and manage emotions
- nurture provision including the teaching of prosocial behaviours
- Access to support from an Early Intervention Family Advisor – Jane Rogers  
[JaneElizabeth.Rogers@cambridgeshire.gov.uk](mailto:JaneElizabeth.Rogers@cambridgeshire.gov.uk)

### 5.14 Working with other agencies

The school works within a wide-reaching multi-agency network. The Head teacher, Safeguarding DP and SENDCo are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEND needs when required.

We currently work with the following agencies to provide support for pupils with SEND:

- Social Care
- Education Welfare Service
- School Nursing Service
- Statutory Assessment Team
- Specialist Teaching Team
- Cambridge Community Services-NHS Trust (SALT, Occupational Therapy, Physiotherapy, Clinical Psychology, Community Paediatrician.)
- Early Support
- Play therapists.
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### 5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

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

- Exclusions

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

### 5.16 Contact details of support services for parents of pupils with SEND

The Parent Partnership Service, providing Cambridgeshire's SEND Information, Advice and Support Service (SENDDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEND) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEND) or a disability or who have concerns they may have special educational needs. Please follow the link below for more information:

[Cambridgeshire Online | SEND Information, Advice and Support Service \(SENDDIASS\)](#)

Parent Partnership: providing SEND Information, Advice and Support (SENDDIASS)

Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP

Email - [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk) Confidential helpline open during term times: 01223 699 214

IPSEA is also able to provide advice regarding SEND law to parents:

[\(IPSEA\) Independent Provider of Special Education Advice](#)

### 5.17 Contact details for raising concerns in school

Where a parent, carer or member of staff has concerns, these should be made in the first instance to the Designated Person for Safeguarding:

LEAD DSL: John Canavan [head@hattonpark.org](mailto:head@hattonpark.org)

DDSL: Helen Bett [hbett@hattonpark.org](mailto:hbett@hattonpark.org) or Duane Brooks (Assistant head teacher) [dbrooks@hattonpark.org](mailto:dbrooks@hattonpark.org)

### 5.18 The local authority local offer

Our local authority's local offer is published here:

[Cambridgeshire Online | About the Local Offer](#)

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo and Head teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- SEND



- Behaviour
- Equality
- GDPR
- Accessibility Plan

These can all be found on the school's website.