

Hady Primary School

Special Educational Needs and Disabilities (SEND) Information Report

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

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**Hady Primary
School**

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What is a SEND Information Report?

Our SEND Information Report provides details about how we support children and young people with special educational needs and disabilities (SEND) in our school and forms part of the local offer.

The aims of our policy and practice in relation to special educational needs and disability in this school are to:

- Encourage the participation of children, their parents or carers, and young people in decision making;
- Focus on the early identification of children and young people's needs and early intervention to support them;
- Collaborate between education, health and social care services to ensure the best possible outcomes for all pupils;
- Ensure that pupils with SEND have access to high quality provision to meet their learning needs and other identified areas of need;
- Maintain a focus on inclusive practice and on removing barriers to learning;
- Support pupils as they reach transition points in their education.

The relevant school policies which underpin this SEND Information Report and can be viewed on our website are:

- SEND Policy
- Anti Bullying Policy
- Managing Children's and Young Peoples Identified Health Needs
- Safeguarding and Child Protection Policy
- Accessibility Plan

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

<https://www.chorustrust.org/policies>

Who is the SEND Team?

Our Special Educational Needs Coordinator (SENDCo) is Hannah Bearder.

Hannah Bearder is contactable via: senco@hadyprimary.chorustrust.org

What types of SEND does the school provide for?

Hady Primary School recognises that a child or young person has a special educational need if they:

- Have a significantly greater difficulty in learning than the majority of others the same age

- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

This is defined in the Special Educational Needs and Disability Code of Practice: 0-25 years (2015). The school makes provision in accordance with the SEND Code of Practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

There are four broad areas of special educational need defined in the SEND Code of Practice (2015). These are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our school currently provides additional support for a broad area of needs including:

Children with a diagnosis of Autism (ASD), Hearing Impairment/loss, Visual impairment, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Mental Health difficulties (including anxiety, resilience, self-esteem and bereavement), Learning difficulties, Developmental Coordination Disorder, Developmental Language Disorder and Speech, Language & Communication difficulties. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis.

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

Early identification of SEND and early intervention are the key to ongoing success for our pupils.

At our school, the early identification of Special Educational Needs and Disabilities (SEND) is a key priority to ensure that all pupils receive the support they need as early as possible. Class teachers play a central role in this process by closely monitoring each child's progress through regular assessment of data, detailed observations, and careful review of pupils' work in books. These insights allow teachers to build a comprehensive picture of a child's learning profile and development. If concerns arise regarding a pupil's progress or behaviour, despite high-quality teaching and targeted support, the teacher will make an informed judgement and discuss these concerns with the SENCO. This collaborative approach ensures timely and appropriate action, involving parents and, where necessary, external professionals, to support the child's needs effectively.

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

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEND support
<p>If you think your child might have SEND, the first person to tell is your child’s teacher.</p> <p>You can request a meeting with your child’s class teacher through the school office.</p> <p>The class teacher will seek support and advice from the SENCo and if a meeting with her is needed this will be arranged.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what has been discussed.</p>	<p>If we decide your child needs SEND support, your child will be added to the school’s SEND register.</p> <p>A cycle of plan, do, assess and review will begin which will involve the class teacher, parents and pupil.</p>

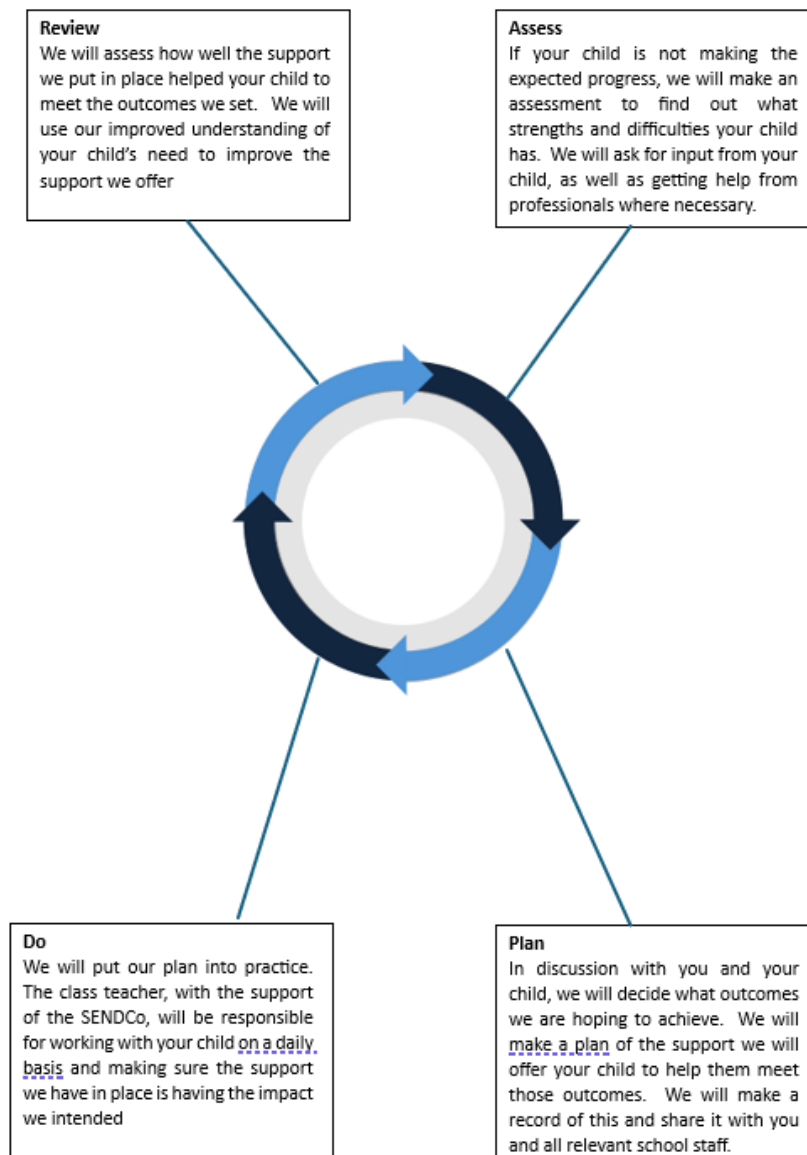
How will the school measure my child’s progress?

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

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

For pupil’s whose primary area of need is cognition and learning, their progress will be measured using the Birmingham Toolkit.

For pupil’s whose primary area of need is Social, Emotional and Mental Health or Communication and Interaction (including ASD), their progress may be measured using the AET Progression Framework.



As part of this process every child with SEND will have a Pupil Passport that describes your child's strengths, needs, outcomes and provision to meet those needs. Parents/carers and child's views are integral to this process and this is reviewed termly.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress through parent/teacher meetings.

Your child's class teacher / teachers will meet you 3 times a year, to:

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

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

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

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school. If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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

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

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

Where possible, we encourage your child to be as involved as possible in decisions made about their education and support.

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting

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

The effectiveness of the SEND provision is measured through regular data analysis, pupil progress meetings and frequent consultation with parents. Reviews are held on a termly basis which feed directly into provision mapping for future interventions and specific assessments for individual pupils. Annual reviews are also held for pupils with an EHC plan in place

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

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions half termly
- Using pupil voice
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How does the school adapt the curriculum and learning environment for children and young people with SEND?

Most children at our school will have their special educational needs met through excellent classroom practice. This is called Quality First Teaching (wave 1 provision). Teachers set high expectations for every pupil, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Such planning will mean that most pupils with SEN and disabilities will be able to study the full national curriculum.

Where the class teacher identifies that quality first teaching is not meeting the child's specific learning needs, additional observations and assessments are undertaken and discussed with the SENDCo. If required, the child is given Additional School Intervention Support (wave 2 provision) which is 'different from and in addition to' our differentiated curriculum. After discussion with parents/carers and where appropriate the child, a Support Plan would be developed with individual targets and strategies to work towards achieving them. This would mean additional work in a small group or on a one-to-one basis to carry out specific interventions to support a child to meet their individual needs. The SENDCo works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.

Examples of additional school interventions at Hady Primary School:

- Precision Teaching
- Sand Therapy
- Attention Autism – Bucket Time
- Curiosity Approach

- Little Wandle – Rapid Catch-up
- Sensory Breaks
- TEAACH approach
- Zone of Regulation
- Lego Therapy
- Assessment and monitoring using the Birmingham Toolkit to identifying learning goals
- Assessment and monitoring using the AET Progression Framework to identify targets

A child who, despite having extra provision is still struggling to make significant progress, may be identified as requiring specialised support (wave 3 provision). Where appropriate, other agencies will be asked to work alongside the school to assess a child and plan for their needs. At all stages parents/carers will be involved in the process. This level of intervention is for pupils with more complex and/or enduring difficulties and may include:

- Speech and Language Therapist involvement
- Educational Psychologist involvement
- Occupational Therapist involvement
- Visual Impairment involvement
- Physical Impairment involvement
- Paediatrician involvement
- School Nurse or Health Visitor involvement
- Compass Changing Lives
- CAMHS

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCo will work with you to create an Extended Support Plan for them.

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

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

All pupils are encouraged and supported to go on our school trips, including our residential trip(s)

All pupils are encouraged and supported to take part in sports day, school plays and concerts, theme days and special workshops.

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

How does the school support pupils with disabilities?

As an inclusive school, Hady Primary School is committed to ensuring that all pupils including those with disabilities are provided with an inclusive learning environment where they can thrive and succeed. Hady Primary School provides this by:

- We foster a culture of respect and inclusion through assemblies, classroom discussions, PSHE curriculum, and activities that educate our pupils about diversity and the importance of equality.
- Calm spaces and sensory garden for pupils who benefit from reduced stimuli during the school day.
- Classroom displays are created considering reducing sensory overwhelm.
- Consideration of classroom layouts and seating arrangements
- Sensory aids including ear defenders, wobble cushions, fidgets, chair bands, writing slopes are part of universal offer for all pupils.
- Adaptive technology is used in all classrooms
- All staff receive regular training of disability awareness and inclusive practices to promote the school ethos of inclusivity, empathy and understanding.
- By working closely with families, healthcare professionals and external agencies, to ensure specialised provision is in place where necessary.
- Teaching children to regulate their emotions through Zones of Regulation
- Work closely with outside agencies to ensure the correct provision for all children, including but not limited to: Auditory Service, Visual Impairment Team, Physical Impairment Team, Occupational Therapists.

The school's accessibility plan is available to download from

<https://www.hadyprimary.chorustrust.org/policies> and includes details about how we:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

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

- Trauma informed practitioner
- Zones of regulation interventions in addition to within the classroom.
- PSHE curriculum
- Nurture and well-being session with trained staff to discuss emotional and mental health concerns.
- Regular informal check-ins with trusted adults on a needs basis
- School provides parents support through referrals to Compass Changing Lives and Early Help assessment, alongside working with outside agencies, and health and social care professionals.
- Coffee morning for parents led by a CAMHs practitioner

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

Between years

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

- Current teacher and the next year's teacher attend a final meeting of the year when the pupil's SEND is discussed
- Hold a transition event, where all pupils spend two consecutive days with their new class, teacher and in their new classroom.
- Where applicable, more bespoke packages of transition for individual pupils.

Between schools

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

- Home visits for new arrivals to school

Between phases (for primary schools)

The SENDCo of the secondary school will be invited into our school for a meeting with our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Attending transition events/weeks in their new school
- Learning how to get organised independently
- Additional visits and sessions at the school

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

Mrs Ruth Beckett-Singh (LAC Coordinator) will work with Miss Hannah Bearder, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

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

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

We follow the Chorus Trust Complaints Policy for the handling of all complaints, including those from parents/carers of pupils with special educational needs and/or disabilities. This is available to download from www.chorustrust.org/policies

What support is available for me and my family?

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

To see what support is available to you locally, have a look at Derbyshire County Council's local offer. Derbyshire County Council publishes information about the local offer on their website: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://www.derbyshireiass.co.uk/home.aspx>

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

- Neuro-Hub – Fair-Play Centre, Chesterfield – <https://fair-play.co.uk/>
- Autism East Midlands <https://www.autismeastmidlands.org.uk/child-services/neurohubs>
- CP Teams – Cerebral Palsy support <https://www.cpteensuk.org>
- ACCT – <https://acctsheffield.org.uk/>

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

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

- [Special Needs Jungle](#)