Hampton Lakes Primary School
SEND Information Report 2026-2027

1. What kinds of special educational needs are provided for?

Hampton Lakes **will be** a two form primary school providing education for children aged 3-11. The school is currently open to children from Nursery to Year 6.

Our vision is to provide an inclusive, ambitious and nurturing learning environment in which every child can achieve, belong and thrive.

Our mission is to meet the needs of our students and equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

We support children with the following four broad areas of need as identified in the Code of Practice (2015, p.85):

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

We are a fully inclusive school and aim to include children from the local community by:

- providing a focus on outcomes for children rather than hours of provision/support
- raising the aspirations of and expectations for **all** pupils with SEND
- enabling each pupil to partake in and contribute fully to school life
- enabling each pupil to reach his or her potential
- endeavouring to understand and meet the individual needs of each child
- working closely with parents and external agencies
- including the views of the child and their parents in the monitoring and reviewing of provision

2. What are the school's policies for the identification and assessment of pupils with special educational needs?

Our objectives are to:

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2015.
3. Operate a "whole pupil, whole school" approach to the management and provision of support for pupils with SEND.
4. Provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work in line with the SEND Policy.
5. Provide support and advice for all staff working with pupils with SEND.

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2015, p.85). These are as follows:

Communication and Interaction - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.

Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

The following are not, in isolation, considered to require SEND provision, but may impact on attainment and progress:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for schools provided under the current Disability Equality legislation)
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)/Minority Ethnic New Arrival (MENA) status Being in receipt of the Pupil Premium grant
- Being a Child in Care (CiC)
- Behavioural difficulties

A pathway to identification of need could involve the following steps:

1) Concerns are raised and discussed by parents/carers, the pupil, teachers or other professionals.
2) Relevant internal assessments and observations are carried out.
3) Quality First Teaching/reasonable adjustments strategies are reviewed and adapted.
4) An 'Assess, Plan, Do, Review' cycle is followed (6 – 12 weeks), at which point discussions will be had as to identifying the child as needing specific SEND support, this will be logged on school systems and passed to following education establishments and other relevant professionals.
5) Evidence is gathered which may be supported by a referral to an outside agency including the Educational Psychologist or Early Help Pathway.
6) A diagnostic pathway may be considered which may result in a request for assessment for example a referral to the Neurodevelopmental Team. (This will follow at least 2 APDR cycles).

Please contact Katie Steel if you have any concerns or queries.

3. How does the school evaluate the effectiveness of its provision for such pupils?

The effectiveness of the school's SEND policy and provision is evaluated through:

- Monitoring the quality of learning and teaching
- Reviewing the impact of Quality First Teaching strategies
- Tracking and analysis of pupil progress and intervention data
- Monitoring of procedures and practice by the Senior Leadership Team and SEND governor Pupil Progress meetings
- Regular meetings with students, parents and staff, both formal and informal.
- Review appointments carried out by fellow professionals following intensive school led support for example SALT and OT.

SEND students are continually assessed by their class teachers against both national expectations and their own personalised targets. Any personalised provision set up for the student is reviewed through the Assess – Plan – Do – Review process.

a) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

To ensure rigorous and appropriate assessment and review, all children with SEND follow the APDR process.

Assess
Progress gaps, educational need and appropriate strategies are identified through:

- Whole school data tracking
- Specific assessments
- Specialist and external assessments (where appropriate)
- Information sharing between colleagues and other professionals.
- Termly Reviews

Plan
Aspirational outcomes are set in consultation with parents and fellow professionals, and where appropriate the child. These are recorded on their APDR Logs and shared with all staff. Updates are provided to all staff at the weekly briefings and these are documented. Where specialist advice has been received this will feed into a child's plan, detailing any individualised programmes.

Do
Day to day provisions are identified on whole class and individualised timetables. Logs are kept in children's books and on Tapestry, with examples of activities that parents may wish to use at home.

Review
The class teams, supported by the SENDCo, monitor progress termly for each child with an APDR in place. This is completed in partnership with parents/carers and the child as appropriate. Outcomes are adapted accordingly for the APDR cycle.

The SENDCO is responsible for monitoring the quality of provision plans.

For children with a higher level of SEND or complex needs, the school or parent may apply for an assessment for an Education Health and Care Plan (EHCP). This outlines our aspirations, aims and outcomes for a pupil with SEND to evidence and monitor the impact of a higher level of support and intervention. Progress towards outcomes is reviewed termly.

Children with SEND will have their own Online Learning Journey as a celebration of the successes they have in school. They will share these at the review meeting and parents are actively encouraged to contribute to them. Staff will also collate evidence of learning within Celebration Books which the children can take home at the end of each academic year to celebrate their progress.

b) What is the school's approach to teaching pupils with special educational needs?

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. This includes raising their concerns with the school SENDCo.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Academic progress would be cause for concern if it:

- 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

Additionally, where a pupil is not making progress with their wider development due to communication, social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Where a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. This may highlight where the support of more specialist expertise is required.

In order to meet the needs of all students at Hampton Lakes Primary School we:

- Ensure all pupils access high quality teaching which takes account of pupil's differing needs;
- Ensure a personalised approach for individuals with complex needs;
- Differentiate lessons to match the pupil's level of learning as part of the school's universal provision which includes deployment of Teaching Assistants;
- Seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

c) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

As a school we observe two key duties for students who have a disability ('…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'):

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people;
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Children at Hampton Lakes access the curriculum, which is underpinned by the Early Years Foundation Framework, 2023 and the National Curriculum, 2014. Children can access the curriculum at the relevant point for them and build on prior learning at their own pace. This ensures all children receive a broad and balanced offer.

In addition to the points above in order to meet the needs of all students at Hampton Lakes Primary School we:

- Ensure a personalised approach for individuals with complex needs which includes making reasonable adjustments to the environment which are recorded on the Personal Provision Map or in a Coordinated Plan;
- Seek further advice from advisory services and outside agencies regarding strategies for developing practice in order to remove barriers to learning.

d) What additional support for learning is available to pupils with special educational needs?

In addition to differentiated work provided by teachers, vulnerable learners and SEND students may receive a combination of interventions to support their learning and well-being.

In some circumstances, we may decide to involve specialist advice where a pupil continues to make less than expected progress, despite evidence-based support and interventions. Parents are always consulted before any seeking of this advice.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person the child or young person has not made expected progress, the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Needs assessment. The individual provision map is used to provide evidence of the school's provision and impact on the child's outcomes. Parents have the right to request an EHC Needs assessment through the Local Authority.

Interventions offered to vulnerable learners and SEN/D students may include:

- Targeted Quality First Teaching strategies
- In class support for small groups with a Teaching Assistant working with the classroom teacher
- Small group withdrawal (time-limited and carefully monitored)
- Individual class support / individual withdrawal
- Access to materials in translation, where necessary
- Keyworkers
- Key vocabulary and spelling
- Supported reading strategies
- Specialist differentiation of resources
- Social stories
- Therapeutic input
- Additional specialist time to devise interventions and means of measuring impact

Students will have additional support from specialist services when it is deemed necessary. This may include any of the following:

- Speech and Language Therapy
- Occupational Therapy
- ASD Outreach
- ADHD Outreach
- Physiotherapy
- Counselling
- CAMsH
- Sensory Support
- Early Help Assessment (EHA)
- Mental Health Support Team

e) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

Our school mission statement is, 'Live, Love and Learn' and the overarching values of the Hampton Academies Trust are "People and Learning". Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all pupils can maximise their potential.

As such we are a fully inclusive school and aim to include all students in the activities on offer. This includes opportunities for offsite activities and trips as well as those on offer through the curriculum and for enrichment.

This will be discussed with parents and students as and when it is necessary to do so and as with all aspects of the curriculum, we will endeavour to make reasonable adjustments to include students. If appropriate, Pupil Premium will be used to support additional activities.

Specific Strategies for including children with physical impairments may include (not exhaustive):

- Seating plans and class set up deliberately considered support inclusion.
- Tabletop activities which mirror active lessons.
- Mobility and posture correcting seating as directed by OT.
- Disability sports including as part of the whole school curriculum including Boccia.
- Additional staffing support for children during active lessons to support participation (1:1 support)

- The use of equipment including hearing support loop or similar.
- Adapted equipment including scissors, pencils etc.
- Lifts and ramps available to ensure children can access all areas of school.

f) What support that is available for improving the emotional, mental and social development of pupils with special educational needs

The school recognises that pupils at school with medical conditions and mental health issues should be properly supported so that they have full access to education, including school trips and physical education.

We ensure that all students are supported by monitoring:

- The impact of SEND provision on the progress, attainment and well-being of SEND pupils
- Attendance and exclusion data for SEND pupils
- The environment for children and young people and recognise that the well-being of all children and young people includes physical, mental and emotional well-being as well as protection from abuse
- Children's experience of social and emotional difficulties
- Other events such as bereavement and bullying which can lead to learning and/or mental health difficulties
- Pupils displaying disruptive or withdrawn behaviours to determine any underlying learning, communication or mental health difficulties
- Provision for social, emotional and mental health and ensure additional pastoral support for those pupils identified with associated difficulties
- SEND, anti-bullying and behaviour policies
- Feedback from all pupils, including pupils with SEND, e.g. pupil voice
- Pupil forums, school councils, pupil feedback processes
- When to seek further advice from advisory services and outside agencies about removing barriers to learning linked to emotional, mental and social development
- Use of the Early Help Pathway and where appropriate use this pathway to access further advice and support

4 What are the names and contact details of the SEND co-ordinators?

Katie Steel
Hampton Lakes Primary School
Waterhouse Way
Hampton Gardens
PE7 8SJ

01733 246826

Mrs Steel can be contacted via the school office
Office@hamptonlakesprimary.org.uk

5 What training do staff have in relation to children and young people with special educational needs?

Both Katie Steel (Deputy Head of School and SENCO) and Zoe Trigg (Head of School) are accredited SENCOs.

All staff have training where appropriate on SEND in relation to specific needs in the four areas of:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical and Sensory

The training is delivered in relation to the needs prevalent in the school or specific to the needs of individual students. A record of whole-staff training is maintained by the Head of School.

The Teaching Assistants work within teams to support the specific needs of pupils.

Where a specific programme is recommended for a child raining is delivered to identified staff by fellow professionals including SALT and OT.

As an inclusive school we:

- Distribute information to Staff through One Page Profiles, Provision Maps, reports, Coordinated Plans and EHC Plans.
- Use our best endeavours to secure the special educational provision called for by the child's or young person's needs.
- Adhere to the principle that 'All teachers are teachers of children with special educational needs'.

6 How are parents of children with special educational needs consulted with?

We strive to work with pupils and their families to meet and agree on their SEND needs and the necessary provision.

Parents may be contacted by class teachers, Key Workers and the SENCO to ensure they are kept up to date with their child's progress and welfare. There are at least termly meetings or phone reviews to review progress and evaluate provision, along with a formal review meeting for those children with an EHCP.

To support communication, particularly where the child is preverbal, home school communication books are also completed daily. Tapestry is used to celebrate the successes and progress of children with parents and parents can contribute and comment on this.

We hold coffee mornings for SEND parents to meet and share experiences.

- We have an open door policy and as such invite parents to keep in regular contact with staff with regards to the progress of their children.
- Parents are regarded as an integral part of the process of identifying need, deciding on provision and reviewing progress.

7 What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

All children are encouraged to articulate what they feel they can do well, what they would like to be better at and how adults can help them. In this first year our children will be four and five and as such will be supported through the medium of photographs and work samples in their learning journey. There will be a shared responsibility of children, parents and staff to consult on what is felt the arrangements should be.

- Person centred planning tools are used to facilitate clear outcomes and strategies.
- Children will be included in aspects of the planning and reviewing of their provision for their SEND as appropriate.

8 What arrangements are in place relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

If parents have concerns relating to the provision for children with SEND or EAL, they should firstly raise them with the class teacher, then the SENCO or the Head of School. If they are not satisfied, parents should refer their concerns to the Executive Headteacher. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure

9 What other support services are there for the parents of pupils with special educational needs?

Peterborough City Council have also produced a Local Offer to support parents to make informed choices and to signpost them to different services.
https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-thelocal-offer/
Family Voice are an organisation that can also provide support and assistance for families with children who have additional needs. The link is available here: http://www.familyvoice.info The Local Authority employs a Parent Partnership Officer, Marion Deeley, to offer impartial advice, advocacy and information to parents about the SEND process and their rights (contact details: pps@peterborough.gov.uk or 01733 863979). The Parent Partnership Officer can also support parents to access Independent Supporters to help them through the EHC assessment process.

10 What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

The SENCO will attend transition meetings with local nurseries and preschools to discuss specific needs of individuals prior to starting school in September. Home Visits also allow for detailed dialogue about the needs of individual pupils to ensure support is in place for when the children start their educational journey. We will ensure all students are supported in their transition of learning as they move from the EYFS into Key Stage 1 and we will ensure that all arrangements made are discussed with parents and children.

- Prior to starting school transition records are sought from other institutions/agencies to ensure any SEND are fully recognised and understood.
- Personal welcome conversation between the SENCO and parents allows for sensitive information to be shared discretely.
- Additional meetings with parents are given when this is necessary.
- Within school transitions will include sharing all relevant information in good time so all teachers are aware of any student with SEND.