



Special Educational Needs (SEN) Information Report
School SENCO – Charlotte Blundell (01253 700331)
2026 - 2027

Hambleton Primary Academy is dedicated to providing an inclusive and welcoming education for all learners, enabling pupils with Special Educational Needs and Disabilities (SEND) to be 'the best they can be,' now and in the future. We highly value our partnerships with our parents/carers and external agencies. Our approach is firmly based on the guidance provided within the SEND Code of Practice.

This Special Educational Needs (SEN) Information Report aims to offer parents/carers and children an insight into our academy's provision for pupils with SEN. We hope it provides you with a clear understanding of the support and opportunities available.

If you have any questions about the information contained in this report, please do not hesitate to contact our school SENCO, Charlotte Blundell, at 01253 700331.

What kind of SEND needs can be met at Hambleton Primary Academy?

Hambleton Primary Academy is an inclusive academy committed to supporting the needs of all learners across the full range of Special Educational Needs. We follow the Special Educational Needs and Disability Code of Practice: 0 to 25 years (June 2014). A child has SEN if they have a significantly greater difficulty in learning than the majority of children the same age, or a disability which prevents or hinders them from making use of facilities provided for others of the same age in mainstream schools.

The academy makes provision for the four main areas of SEND, as identified in the 2014 SEND Code of Practice, which are:

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

How does the school identify and assess children and young people with Special Educational Needs and who is responsible for overseeing this process?

The academy recognises that identifying needs at the earliest point and making effective provision improves long-term outcomes for the child. We use a variety of information to help us identify and assess pupils with Special Educational Needs:

- Children's skills and attainment will be assessed on entry, building on information from parents and previous settings or key stages.

- The academy considers evidence that a child may have a disability and looks into reasonable adjustments that may be needed.
 - If teachers have any concerns about a child, they discuss these concerns with parents and the SENCO and complete an Initial Concerns form.
 - The child may be placed on the SEN Register at the 'SEN support' level for close monitoring and additional support. Parents are always informed at this stage.
 - If a child enrolls with previously identified SEND, the school follows targets from the previous setting for up to half a term while the class teacher assesses the child's achievement and skills. Discussions are held with the child (where appropriate), parents, the class teacher and the SENCO regarding previous support and what would be useful in the new setting. New targets are set after a settling-in and assessment period.
 - The SENCO and the class teacher meet with parents to record agreed actions/support and set SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) targets for the child.
 - Additional assessments may be required.
 - The SENCO may make referrals to outside agencies such as Educational Psychologists, Speech and Language, and Occupational Therapists for additional advice and help.
 - We operate a graduated response approach (Assess, Plan, Do, Review) where targets and actions are revisited, refined, and reviewed based on the growing understanding of needs.
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What opportunities are provided for parents and carers to be consulted regarding the identification and support of their child's Special Educational Needs?

We have many ways to support parents/carers to be fully involved in the identification and support of pupils with Special Educational Needs:

- Parents' Evening Meetings are held in Autumn and Spring for all children and they receive a written report in the Summer.
- All parents of children, including those with SEN receive an invitation to a 'drop-in Sen morning' every month.
- Meetings with the SENCO for target setting and review are available on request.
- Sen Support Plans with a review of targets are sent home.
- If your child has an Education Health Care (EHC) Plan, there is a formal annual review of their progress, targets, and associated support with parents, the child, and involved professionals.
- We hope to meet with parents of children with SEN as they join our school.
- The SENCO and/or class teacher regularly meets with many parents of children with SEN to review their progress and make collaborative decisions.
- Parents are always informed if their child is placed on the SEN Register.
- New targets are set in conjunction with parents after an agreed time of review and evaluation.
- Referrals to specialist services are generally made by the SENCO, and parents would be consulted.
- Meetings are arranged with parents to outline unmet needs using an Family Help Assessment Form.
- Team Around the Family (TAF) Meetings are held where parents and all professionals working with the child meet and collaborate.
- You are welcome to request a meeting with the class teacher or the SENCO via the school office (Tel: 01253 700331).
- If you are concerned about your child's progress or special educational needs, you should make an appointment with your child's class teacher at the earliest opportunity. The class teacher will discuss your concerns, act on them, and then feedback to you. If concerns remain, the class teacher may refer them to the SENCO.

- If your child is transferring to Hambleton Primary Academy with previously identified SEN, you may wish to ask for a meeting with the SENCO to discuss how your child can be supported.
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How does the school involve pupils with Special Educational Needs in decisions relating to their education?

We consult with our pupils with SEN and involve them in decisions in their education in many ways:

- Children review their learning each lesson through a wide range of techniques, including self-assessment and peer assessment.
 - Children are involved in setting their own targets.
 - The Pupil Council meets regularly and represents the views of the children in each class.
 - Where appropriate, class teachers ensure that children's preferred learning styles are taken into account when planning lessons.
 - For children with an EHC Plan, their views are always shared within the Annual Review process. These views may be discussed with them before the meeting, or if appropriate, children can come into the meetings to share their views.
 - Children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs.
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How does the school assess and review the progress of children with Special Educational Needs?

The school assesses and reviews the progress of pupils with Special Educational Needs through a variety of methods to ensure that support is effective and tailored to individual needs:

- The attainment and progress of all children is carefully tracked and monitored throughout the school year.
- On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress.
- Class teachers use a range of assessment techniques every lesson to assess children's understanding, such as observations and key questions.
- Progress is also assessed at the end of each term.
- All children's progress is monitored and tracked through termly progress meetings with the class teacher, SENCO, and Head Teacher.
- For children receiving 'SEN support', their progress is closely monitored through the setting of targets on the SEN support record using the following cycle: Assess, Plan, Do, and Review. Our aim is for children receiving SEN support to make accelerated progress and return to regular whole school tracking.
- Targets set for children are reviewed and evaluated, and new targets are set in conjunction with parents.
- If your child has an EHC Plan, there will be a formal annual review of their progress, targets, and associated support.
- As part of the 'Assess, Plan, Do and Review' cycle, the impact of the support provided is evaluated, and whether changes to the support need to be made is considered.
- The SENCO may also make referrals to outside agencies for additional advice and help.
- For referrals to specialist services, if accepted, there would be an assessment of needs and desired outcomes of the support agreed.

- In Team Around the Family (TAF) Meetings, desired outcomes are agreed, and the support needed is outlined, with outcomes reviewed at the next TAF meeting.
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How does the school support the transition of pupils with special educational needs between each phase of education? As part of this work how are pupils prepared for adulthood?

We recognise transition can be a challenging time for all pupils but especially so for many pupils with Special Educational Needs. To support times of transition we work hard to:

- Transition programmes are put in place by the class teacher and the SENCO. These may include additional visits to a new school or visiting a child in their current setting prior to arriving at Hambleton Primary Academy.
 - Careful sharing of information is essential and meetings are held with parents and children to discuss any concerns prior to a transition.
 - Some children may like to use a transition book with information about their new school/class and teachers.
 - For children with ASD or attachment difficulties, there may need to be a specific social story to aid the transition.
 - If your child is joining Hambleton Primary Academy part way through their school career, we arrange for you to meet with the SENCO and the Head Teacher to discuss your child's needs. We also liaise with your child's previous school to discuss strategies and support that have been effective in the past.
 - If necessary, we can arrange extra visits to support your child's transition to us. Records will be passed on or received and read carefully to ensure that staff are ready for a new child's arrival.
 - Moving on to secondary school can be an exciting but daunting time, so we ensure children are well-prepared for the transition. We have good links with secondary schools in the area.
 - For children with EHC Plans, the SENCO from the receiving secondary school will be invited to a transition review.
 - Where necessary, additional support arrangements such as extra visits can be put in place to ensure a successful transition to secondary school.
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What is the school's approach to teaching children and young people with Special Educational Needs to ensure progress?

At Hambleton Primary Academy, our priority is to ensure that all children, including children with SEN, have access to lessons which are adapted and personalised to meet their needs. We are committed to ensuring all pupils make at least good progress.

We achieve this through a graduated approach to provision, supported by Assess, Plan, Do, Review (APDR) cycles:

- **Assess:** The class teachers, and if necessary the SENCO or professionals from outside agencies, assess the needs of individuals.
- **Plan:** We identify barriers to learning, intended outcomes, and plan appropriate support and intervention to meet these outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology, or working with an adult.

- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Our graduated approach ensures that where necessary, increasing specialist support is brought in for advice. Targets and actions for a child are revisited, refined, and reviewed with the growing understanding of their needs to support progress and good outcomes.

Key aspects of our teaching approach include:

- Teachers make use of ICT and interactive teaching methods, ensuring that, as far as possible, children's preferred learning styles are incorporated into lessons.
- Early Years and Key Stage 1 classes have access to a group set of IPADs, and all children from Y1-Y6 have the opportunity to access their own IPAD.
- Children are taught in different groupings appropriate to each lesson and their needs (e.g., gender, ability, age, prior knowledge). Mixed groups can also be very effective.
- Teachers use adaptive teaching methods to meet a variety of needs within the class.
- Children are encouraged to reflect upon their own progress and are fully involved in the process of selecting learning that matches their own learning needs.
- We have high expectations for all our children, including those with SEN.
- Some children will require educational provision that is 'additional to' or 'different from' standard provision.
- Classrooms are calm and well-resourced. Displays and interactive activities provide children with prompts and visual reminders to encourage independent learning.
- Each class has at least one teaching assistant assigned to them at different points throughout the day and some afternoons according to the needs of the children. They support group work, lead evidence-based interventions, and help individuals learning within lessons.
- We aim for support to be as inclusive and 'in class' as often as possible.
- Some children with specific complex needs (Educational Health Care Plan - EHC) may have access to a named teaching assistant to support independence, accessing the environment or curriculum, personal care, or safety.

How are adaptations made to the curriculum and the learning environment to accommodate the diverse needs of children and young people with Special Educational Needs?

Adaptations are made to the curriculum and the learning environment by carefully considering each child's individual needs and making changes to how we teach and the learning environment. This includes:

- The curriculum is adapted and personalised to meet the needs of children with SEN.
- Teachers make use of ICT and interactive teaching methods.
- Children are taught in different groupings appropriate to each lesson and their needs.
- Teachers use adaptive teaching methods to meet a variety of needs within the class.
- Educational provision that is 'additional to' or 'different from' general provision is provided for some children.
- The 'Assess, Plan, Do and Review' cyclical process identifies barriers to learning and plans appropriate support and intervention.
- Classrooms are calm and well-resourced. Displays and interactive activities provide children with prompts and visual reminders.
- The main entrance to school is fully wheelchair accessible, however the rest of the school is not due to two lots of stairways. Parents and family can access the school hall in a wheelchair.

- Text may be enlarged and different coloured paper/overlays used when needed.
- For those that require it, additional time or a quiet space can be arranged for children with SEN during tests.
- Writing slopes, specialist pencil grips, wobble cushions, and sensory tools are provided for some children.

What expertise and training do staff receive to support pupils with Special Educational Needs? How does the school secure specialist expertise when needed?

- All staff in school have regular training to support the needs of all the children.
- Training needs are regularly audited and reviewed by the SENCO and the Head Teacher.
- A programme of continual professional development is in place.
- All class teachers have Qualified Teacher Status (QTS), with a strong emphasis on continued learning.
- The SENCO leads at least one INSET in the academic year to update staff on SEND priorities.
- The SENCO has been in role for many years and holds the National Award for SEN Co-ordination.
- A number of support and teaching staff are kept regularly up to date with First Aid training.
- Defibrillator, Asthma, and Epipen training has been provided by either the School Nurse or other NHS professional to ensure relevant staff are conversant with appropriate action or medical procedures.

To secure specialist expertise when needed:

- The school makes good use of outside agencies for specific professional advice and 'in school' training.
- The SENCO may make referrals to outside agencies such as Educational Psychologists, Speech and Language, and Occupational Therapists for additional advice and help.
- The school also receives training, advice, and support from specialist services such as:
 - o Speech and Language Therapists (NHS and Communicate)
 - o Paediatricians
 - o Occupational Therapists (OT)
 - o Educational Psychologists
 - o School Nurse
 - o Children and Adult Mental Health Service (CAMHS)
 - o Social Workers
- These services are either sought through the Local Authority, the NHS, or commissioned privately.
- Referrals to specialist services are generally made by the SENCO, and parents are consulted.
- If a referral is accepted, there would be an assessment of needs and desired outcomes of the support agreed.
- Family Help Assessment Form meetings are arranged with parents to outline unmet needs, and actions are decided between parents, teachers, and other professionals.
- Team Around the Family (TAF) Meetings are held where parents and all professionals working with the child meet and collaborate.

How does the school evaluate the effectiveness of the support provided for pupils with Special Educational Needs and what measures are in place for continuous improvement?

The effectiveness of our overall provision is measured against the progress, attainment and personal development of pupils with SEN in all areas of their learning.

- The attainment and progress of all children is carefully tracked and monitored throughout the school year.
 - On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.
 - Teachers assess progress at the end of each term.
 - All children's progress is monitored and tracked through termly progress meetings with the class teacher, SENCO, and Head Teacher.
 - For children receiving SEN support, their progress is closely monitored through the setting of targets on the SEN support record using the Assess, Plan, Do, and Review cycle.
 - The SMART targets set for children are reviewed and evaluated after an agreed time, and new targets are set in conjunction with parents.
 - As part of the 'Assess, Plan, Do and Review' cycle, the school evaluates the impact of the support provided and considers whether changes to the support need to be made.
 - For children with an EHC Plan, there is a formal annual review of their progress, targets, and associated support.
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How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?

Children with Special Educational Needs are enabled to engage in school activities alongside their peers through a whole-school commitment to inclusive practices incorporating the environment, curriculum and extracurricular provision.

- Children in school have the opportunity to apply for lunchtime and after school clubs or activities, regardless of their SEN.
 - We have opportunities for children to take part in weekly music lessons throughout the year.
 - Children can also take part in Choir or Library Club at lunchtime and a range of Sports and Arts clubs are offered after school. The clubs are available to all children in the designated age range.
 - Children are encouraged to play playground games with each other, with Fleetwood Town currently providing this service at lunchtimes. A member of staff has shown each class how to play age-appropriate games.
 - We have two friendship benches which allow children to be aware of other children who may be feeling lonely, and these are monitored by staff and older children.
 - Our Reception children are each given a Year 6 child to be their buddy during their first year at school to help them settle into the Academy's routines.
 - School trips are carefully planned and risk assessments ensure that staff leading trips consider all children's needs and abilities.
 - If a child has a teaching assistant as part of their regular support in school, the child would have this level of support on a school trip as well.
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What support is available for improving the emotional and social development of children and young people with special educational needs?

We understand that the emotional and social well-being of pupils with Special Educational Needs is crucial for pupils' development and learning. At Hambleton Primary Academy, we believe children learn best when they are happy. We celebrate children's successes and provide them with

positive learning experiences. We are committed to supporting children through setbacks or challenges.

Some of the ways we are able to support emotional and social wellbeing include:

- Regular circle time
- Collective Assemblies
- Anti-Bullying Policy
- Social Skills Groups
- Access to the School Counsellor if required
- Access to our trained trauma informed adult
- At playtimes, children who feel lonely and are struggling with friendships have opportunities to access the friendship benches which are monitored by staff and older children.

We make use of many strategies and techniques to focus on promoting positive behaviour, contributing to a positive emotional environment:

- Staff Role modelling
- High expectations
- House Points
- Proud Cloud in each key stage 1 classroom
- Star of the week – presented in celebration assembly
- Stickers and Certificates
- Pupil of the year – chosen annually
- In-class incentives (e.g., behaviour boards, treat boxes, raffle tickets)

How does the school engage multi-agency support in meeting the Special Educational Needs of children and young people and supporting their families?

As part of our graduated approach to meeting the needs of pupils with SEN, we work with a range of external agencies. Our SENCO coordinates this work. The school makes good use of outside agencies for specific professional advice and 'in school' training. The SENCO may make referrals to outside agencies for additional advice and help to support a child's learning.

The agencies and services we work with include:

- Educational Psychologists
- Speech and Language Therapists (NHS and Communicate)
- Occupational Therapists (OT)
- Paediatricians
- School Nurse
- Children and Adult Mental Health Service (CAMHS)
- Social Workers
- Specialist Teachers
- Blackpool/Lancashire Local Authority

How the school works with specialist services:

- Referrals to specialist services are generally made by the SENCO, and parents would be consulted.
- If a referral is accepted, there would be an assessment of needs and desired outcomes of the support agreed.

- An Family Help Assessment Form meeting is arranged with parents to outline unmet needs. Actions are then decided between parents, teachers, and other professionals.
 - Team Around the Family (TAF) Meetings involve parents and all professionals working with the child meeting and collaborating. Desired outcomes are agreed, and the support needed is outlined, with outcomes reviewed at the next TAF meeting.
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What procedures are in place for handling complaints from parents/carers of children with Special Educational Needs regarding the provision made at the school?

We always aim to address any concerns parents/carers may have promptly and effectively. However, if parents/carers feel that their views have not been adequately considered, we have a formal complaints procedure in place.

The procedure for expressing concerns is as follows:

1. Discuss your concerns with your child's class teacher.
2. If your concerns continue, please contact the SENCO and/or Head Teacher.
3. If your concerns remain unresolved, please contact the Chair of Governors.

For further details, please see the school's 'Complaints Procedure', copies of which can be obtained from the school office or found on our school website at www.hambletonprimaryacademy.co.uk.

Additional Support Areas

What to do if my child has medical needs? Please ensure that you have made the school aware of your child's medical needs by speaking to the class teacher, office staff, or SENCO. Please complete all relevant medical information on the enrolment form so that we can support your child. For children with more complex medical needs, a meeting will be held to ensure the school has the most up-to-date Care Plan, and appropriate provision will then be put in place. Please also let your child's class teacher and the SENCO know if your child develops medical needs during their time in school. Training for supporting children with medical needs is co-ordinated by the SENCO and reviewed regularly.

Further Advice and Support

The information in this report feeds into Lancashire County Council's local offer, which details support, opportunities, and services available to children and young people in their area who have SEN. It also feeds into the school's local offer, which is available on our website at www.hambletonprimaryacademy.co.uk.

Additional services for further advice and support include:

- The Lancashire Family Information Service (FIS) aims to provide quality, accessible, and impartial advice and guidance on a full range of childcare and family support services. Information and advice is available via their helpline on 0800 195 0137 or by email: LancsFIS@lancashire.gov.uk.
- The Lancashire Parent Partnership Service is a statutory service that offers information, help, and support for parents and carers of children and young people with special

educational needs and disabilities (SEND). They can be contacted via their information line on 0300 123 6706 (Mon-Fri 8am to 5pm) or on email: information.lineteam@lancashire.gov.uk.