

Hempshill Hall Primary School



Special Educational Needs and Disability (SEND) Annual Report for Governors and Parents (Ratified by the Governors)

September 2025- July 2026

At Hemphill Hall Primary School we believe in providing every possible opportunity to develop the full potential in all children and this is reflected in our policies. These policies can be viewed on the school's web site:

- SEND Policy;
- Equality Policy;
- Accessibility Plan;
- Teaching and Learning Policy;
- Assessment Policy;
- Behaviour and Relationships Policy;
- Attendance Policy;
- Curriculum policies;
- Safeguarding and Child Protection Policy.

SEND Legislation

Schools have a duty to report to parents on the provision for SEND and the accessibility plan in compliance with the Equality Act.

The Special Education Needs and Disabilities (SEND) Code of Practice outlines schools' statutory requirements in relation to special educational needs and disability provision. A summary of how we meet these requirements is listed below:

- The SEND policy reflects the Code of Practice and is reviewed annually.
- The school's policy for the Administration of Medication in School is available on request.
- The SEND page on the school web site provides information to parents on how Hemphill Hall identifies and provides for pupils with special educational needs and disabilities, how parents/pupils are involved, how we assess etc.
- Teachers and teaching assistants receive regular SEND training and updates from the Special Educational Needs Coordinator with regards to the changes and their responsibilities for SEND pupils.
- The special educational needs list is reviewed termly to identify the children receiving **SEND Support**.
- The school's SEND provision is registered with the Local Authority's Local Offer. The Local Offer provides information for children and young people with special educational needs and their parents or carers in a single place. This can be accessed at: www.nottinghamcity.gov.uk/localoffer

How will staff across the school support my child?

The Class Teacher:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinator (SENCO) know as necessary.
- Writing individual targets and pupil support plans, and sharing and reviewing these with parents once each term.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Adapting planning and teaching to suit all the learners in the classroom.
- Ensuring the curriculum is suitably challenging for all learners with SEND.

The SENCO:

- Providing professional guidance to colleagues and works closely with staff, parents and other agencies.
- Writing SEND Information Report which must be published on the setting website and updated annually.
- Overseeing day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on a graduated approach to provide SEND Support.

- Liaising with parents of pupils with SEND regularly.
- Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, learning support team and paediatricians.
- Managing the transition process all the way through to secondary.
- Ensuring school keeps the records of pupils with SEND up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The SEND Governor:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.

The school has also benefitted from the following:

- Speech and Language Therapist and a specialist Speech and Language TA
- Senior Teaching Assistant with Autism specialism
- SENCO
- Training in a range of interventions
- Senior Teaching Assistants with extensive experience of working with children with SEND
- Mental Health Support Worker

External Agencies:

The school has benefitted from an increased number of agencies and individuals offering on-going and valuable support for pupils with SEN this year

IES Learning Support
 City Autism Team
 IES INclude Team
 NHS Speech and Language Therapists
 Gemma Fitzgerald (Speech and Language Therapist, in-house)
 Educational Psychologist
 CAMHS
 Paediatricians
 Occupational Therapists
 Physiotherapists
 Neurodevelopmental Pathway Support Team (NPST)
 Health Visitors
 Nursing Team
 Early Years SEND team

What kinds of SEND are provided for at Hempshill Hall (July 2025)

	<u>Number of pupils</u>	<u>% at HHPS</u>	<u>National %</u>
Pupils receiving SEN Support	82	20.6%	20.8% (19.4% in Primary)
Of which are deemed to require Local Authority Higher Level Needs funding (HLN)	34	8.5%	
EHCP plan	23	5.8%	6% (4.1% in Primary)

The four main areas of need as outlined in The Code of Practice 2015:

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

Some children may have needs in more than one area. At Hempshill Hall, the distribution of needs is shown below:

Primary Area of Need	Number of Pupils	% of all SEN
Communication and Interaction Needs	46	56.1%
Cognition and Learning Needs	7	8.5%
Social, Emotional and Mental Health Needs	24	29.3%
Sensory and/or Physical Needs	5	6.1%

Percentage of pupils with SEND by year group:

How are pupils with SEND identified at Hempshill Hall?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

Class	No of pupils	SEN support	EHCP	SEN HLN/ inclusion Funding	Total SEN (including EHCP & HLN)	SEN % of year group	% of phase	% of key stage
F 1	29	5	1	5	6	21%	25%	25%
F 2	43	8	4	6	12	28%		
Year 1	45	5	3	5	8	18%	17%	17%
Year 2	48	6	2	2	8	17%		
Year 3	52	10	2	4	12	23%	31%	22%
Year 4	56	9	2	3	11	20%		
Year 5	57	10	3	5	13	23%	22%	
Year 6	58	6	6	4	12	21%		
Whole School Total	399	59	23	34	82			

“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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 schools or mainstream post-16s institutions.”*

Class teachers monitor all children continually and assess them termly identifying any children who have not made the expected level of progress. Where pupils' academic attainment, their social or emotional development, or their ability to communicate and interact with other is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND support may need to be made.

Information will be gathered, including seeking the views of parents and the pupil on the pupil's areas of strengths and difficulties, any parent/carer concerns, planning any additional support the pupil may receive, discussing any referrals to outside professionals, to support your child's learning, as well as information from the class teacher and their assessment data.

There can be many reasons for children finding learning difficult. These may include absences, moving schools, having English as an additional language or worries that distract them from learning. This does *not* mean that *all* vulnerable learners have SEND. Only those with a learning difficulty that requires special education provision will be identified as having SEND.

A specific diagnosis is not required for children to be identified by the school as having SEND. Similarly, there may be children who have a specific diagnosis but with the right classroom adjustments, make good progress academically, socially and emotionally and therefore will not require any special provision.

What approaches are used to teach pupils with SEND?

If a learner is identified as having special needs, we will provide support to overcome the barriers to learning that is *additional to or different from* the adapted approaches and learning arrangements normally provided as part of high quality, individualised teaching.

This support is set out in a Pupil Support Plan based on the individual needs of the pupil and will follow a graduated response.

The main methods of provision made by the school are:

- Full-time education in class, with additional help and support by class teacher through a differentiated curriculum
- In-class support with adult assistance
- Periods of work with a group and a support teacher or assistant.
- Some children may access our enhanced provision called The Hub.

Within all support plans, we are mindful that some children can become overly dependent on staff and so we strive to develop a child's ability to tackle activities as independently as possible and encourage them to work with different staff members, where appropriate.

There are many different ways and approaches of working with children to support their learning. These may include:

Communication and Interaction needs:	Cognition and Learning needs:
• Attention and Listening interventions • Speech and Language support • Use of signs and symbols • Aided communication boards/ devices • Use of PECs • Musical Interaction • Intensive interactions	• Phonics support • Booster Groups • Pre/ post teach sessions • Toe-by-Toe • Precision Teaching • Plus 1/Power of 2 • Accelerated/Accelerate • Switch On • Reciprocal Reading

Social, Emotional and Mental Health needs:

- Personal Tutorials
- Zones of Regulation
- Special Play
- Theraplay
- Nurture groups
- Social Skills groups
- Circle Time
- Circle of Friends
- Meet and Greet
- Lego Therapy
- Lunchtime and Playtime support
- Friendship groups
- Support from Mental Health Support Team
- Check ins/ Check outs

Physical and Sensory needs:

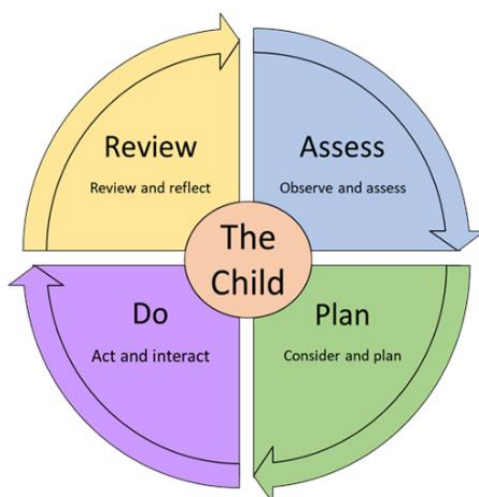
- Sensory Circuits
- Dough Disco
- Squiggle while you Wriggle
- Bench Programme
- Fine Motor Skills
- Administration of Medicines
- Personal Care
- Brain/ movement breaks

How is the curriculum and learning environment adapted for pupils with SEND?

Hempshill Hall is an aspirational school for *all* of our pupils. Each one of them is valued as a unique individual and we set ourselves the goal of ensuring that they each meet their utmost academic potential and, in addition to this, unearth an individual talent beyond the academic curriculum.

The curriculum is designed to engage all learners and to promote learning together and preparing our children to be lifelong learners and responsible citizens. We strive to create learners who are imaginative, persistent, inquisitive, disciplined and collaborative.

The school environment, including classrooms are continuously adapted to meet the varying needs of the pupils. We have intervention spaces where 1:1 and small group work can take place. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has access to a quiet space where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own.

How is progress of pupils with SEND assessed and reviewed?

Assess - We assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments. Assessments will also take the form of class observations, tasks, testing, Routes to Inclusion data and information provided by any external specialists. The use of BSquared assessment tool is used to assess progress where a child might take 'smaller steps'.

Plan -The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.

Do -The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.

Review -The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child. Your child's progress will be continually monitored by their class teacher and will be reviewed formally and tracked by the SENCO every term.

Whenever appropriate, the SENCO and team around a child will work with other agencies who may be able to offer advice and strategies to support their learning. This could be through the Inclusive Education Service (Autism Team, Behaviour Support Team, Educational Physiologists, Early Years Pathway, Learning Support team and Sensory Team) or via health services such as school nursing service, paediatricians, speech and language therapists or physiotherapist.

While the majority of learners with SEND will have their needs met this way, some may require an Education, Health and Care Plan assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC plan. In this situation, parents or carers will be fully involved and supported throughout the process.

How are parents of pupils with SEND involved in their child's education?

Hempshill Hall knows the importance of building positive relationships with parents and families within our school community and we believe that partnership between school and home is essential for children to truly thrive.

Through termly parent consultations and end of year reports, teachers will share pupil attainment and progress made against the targets laid out in the Child Friendly Targets. For many children, these reviews will take place as part of normal reporting arrangements, but there is always the opportunity for parents to meet with their child's class teacher and the SENCO between these times. The SENCO will also be available at all pupil review evenings for further discussion and we encourage an "open door" approach whereby class teachers and the SENCO are accessible at the end of the day. Termly coffee mornings are another space for parents/carers of pupils with SEND to become involved.

Where a pupil has more complex needs which require longer discussion, or have been deemed by the local authority to require additional higher-level needs funding (HLN), a termly review will be organised where the SENCO, parent/carers and the child's team can meet to review and plan.

How are pupils with SEND involved in their education?

All children at Hempshill Hall are encouraged to share their views about their education, progress and individual targets and staff will always be willing to listen to the feelings of the pupils in their care. Children with SEND are involved in setting and reviewing their targets for the support plans with their class teacher and wider team.

Children with an EHCP are invited to contribute their views in their annual review meeting and they can either attend the meeting in person or send their views to be shared on their behalf.

Part of the SENCO's role is to capture the voice of pupils with SEND and advocate on their behalf. This happens through pupil interviews, observations and informal discussions.

How does Hempshill Hall support the emotional and social development of pupils? How is bullying prevented for pupils with SEND?

We want to ensure that children with SEND have the emotional and social skills that they need to thrive. We acknowledge that having special educational needs may make a child more vulnerable and want to ensure that we protect and empower them.

We have a robust safeguarding policy and protocol in place. Children's health and well-being is paramount. All staff have a responsibility for the children's overall well-being. This is supported within the classroom through PSHE (Personal, Social and Health Education) lessons, RSHE (Relationships, Sex and Health Education) as well as through assemblies and themed days. Where pupils have needs that mean they struggle to access such learning, we actively ensure that these important messages are delivered in relevant and accessible ways.

Where appropriate, plans are put in place to support a child's well-being following consultation with pupils and their parents/carers. We follow guidance, if necessary, from trained health professionals to meet any additional health, medical and personal care needs of individual children.

If your child has a health need, we will work closely with medical practitioners. We will administer prescribed medication following our medication policy where appropriate. Personal Care is conducted discreetly and with dignity whilst fostering independence whenever possible. We work with Early Help

services and CAMHS (Child and Adolescent Mental Health Services) if your child needs that level of support. We also work closely with Social Care when appropriate.

Where there is an identified need, staff may work 1:1 or with a group to offer support for emotional and social development. Children can also be referred to our Mental Health Support Team Practitioner within school times. Through a broad and balanced curriculum, opportunities within school including school council, assemblies, performances, sporting opportunities and after-school clubs, we aim to continually develop the self-esteem and social skills of all of our children.

As can be seen through our Anti-Bullying policy, staff and pupils are vigilant and there is a culture of 'upstanding' and speaking out about worrying behaviours. Children are listened to and concerns acted upon.

Progress of Pupils with SEND

Percentage of SEN chn making Expected Progress:

	Speaking	Gross Motor	Fine Motor	Self Regulation	Reading	Writing	Number
F1	71	71	86	86			86
F2	91	82	73	82	82	82	82

	Reading	Writing	Maths
Year 1	50	33	50
Year 2	71	86	86
Year 3	90	90	80
Year 4	38	38	25
Year 5	91	91	91
Year 6	73	55	64

* Based on individual progress

Progress broadly in line with non-SEN pupils

Based on this data, a large number of pupils across the school, who received SEND support, made progress in line with their non-SEN peers and a significant number made expected progress (71% in Maths, 68% in Writing, 71% in reading). Every term the progress of these children is reviewed by the SENCO, class teacher and other relevant staff members and it is shared with parents and pupils at Pupil Progress Meetings, Parents' Evenings and Review meetings. The school currently uses B Squared to monitor the progress of children making smaller steps of progress. Progress within a level is tracked termly and shared at review meetings. In line with Government guidance, children who are working below the 'Pre-Key Stage Standards' at the end of KS1 and KS2 are assessed using 'The Engagement Model'. This is also used for pupils who are accessing a non-subject specific curriculum.

Effectiveness of Provision

Provision has been monitored through our individual, class and whole school provision mapping, alongside intervention trackers and Arbor. Effectiveness of interventions is reviewed by Teaching Assistants, Class Teachers and the SENCO.

This school is committed to providing the best possible support for pupils with Social Emotional and Mental Health difficulties. This is done in the following ways:

- Whole class PSHE lessons (following the Jigsaw scheme)
- Use of 'Zones of Regulation' across the school
- 1:1 Personal Tutorials for identified pupils
- Circle of Friends interventions lead by trained TAs
- Theraplay sessions
- Special Play sessions for identified pupils
- Access to a Mental Health Support worker to deliver support to classes, groups, families or individual pupils.

Individual Education Plans (IEPs)- also called Child Friendly Targets- are created for all pupils with an identified SEN and their format has been updated to ensure that the most important information is captured. Progress towards each target is documented on this form and reported to parents at review meetings/Parents' Evenings. This school's Individual Provision Maps for pupils with higher levels of need contain relevant information which can be used when applying for HLN funding. Class Intervention Provision Maps and Trackers continue to provide a broader picture of the interventions that take place in each class/year group. These remain a valuable reference tool when evaluating the school's provision, making sure it meets the needs of individual pupils, the school improvement targets and is value for money.

SEND Funding

Hempshill Hall Primary School ensures funding is made available from the school's budget to meet the individual needs of pupils as required. This has included:

- Teaching assistant support in class, 1 to 1 or in groups
- Small group teaching by teachers
- Extra individual teaching
- Speech and language intervention
- Social and communication skills support
- Emotional and mental health and well-being support
- Staff training (including courses outside school, staff meetings, in-house training of staff by sharing expertise etc.)
- Play time and lunch time adult support
- Purchasing of specialist resources
- Community Visits
- Sensory and Occupational Therapy activities and training
- Additional cooking activities
- Additional play equipment and resources

For a full outline of this school's local offer, go to our website and look for the 'What our School Offers' page.

Pupil Premium Funding (see Pupil Premium Strategy on the website for more details)

Where pupils with SEN and/or disabilities are also eligible for the pupil premium, the pupil premium funding has been used to support the pupils in a wide range of ways (see full details of funding and allocation on our website).

Training

Our teachers and teaching assistants have received a variety of training to enable them to meet the needs of individual children. In addition to this, Hempshill Hall has 'traded service' agreements with the Local Authority's Autism, Learning, Behaviour and Educational Psychologist teams who are brought in to support, train and advise staff in a range of specialist SEND areas. We also benefit from the services of our own speech and language therapist.

This year we have continued to offer a range of training opportunities to teachers and teaching assistants. Training takes place on Inset days/staff meeting days or members of staff are released to attend courses.

Teaching assistants have been offered their own specialist training in order that specific areas of need may be developed.

Training has included:

- Safeguarding
- Emotion Coaching staff meeting
- Legal and Ethical De-Escalation and Positive Intervention Training
- Leading Autism Practice (courses and workshops led by the Autism Team)
- Autism in the Early Years (Autism Team)
- Engagement Model
- Use of communication boards to aid Speech and Language
- Mental Health Training
- Trauma informed practice
- ADHD in the classroom
- Adaptive teaching
- Intervention planning, delivery and tracking

Disability and Access (including Inclusion Outside of Lessons)

The school's admission policy and disability access plans reflect our commitment to Hempshill Hall being an 'inclusive' school. All statutory requirements are met for the admittance of disabled pupils and those with medical conditions. Training is planned to start in September for members of staff to be trained to care for pupils with specific medical and physical needs. Support and advice has been provided by the Early Years SEND team and specialist nurses and therapists have also been consulted.

The school has supported children with specific communication and/or sensory needs by adapting our classrooms and teaching approaches where necessary. Visual timetables and the use of symbols and signs are used in every classroom to support SEND learners. Provision in school is delivered in classrooms, identified additional learning areas and in the SEN hub. The hub offers a more appropriately adapted, less stimulating space where a wide range of structured activities are delivered to cater for more complex needs. Visits to the local community and the many outdoor learning experiences continue to provide rich and varied alternative curricular opportunities for many of our pupils. Additional lunchtime equipment has also provided opportunities for development of social skills, turn taking and friendship building.

Pupils with SEND are supported appropriately to ensure they have equal access to Breakfast Club, After School Clubs, Wraparound Care (after school) and all trips including residentials. This may include a supporting adult who knows the individual pupil well or environmental adaptations for pupils with a physical disability.

How we deal with complaints about SEND provision

We always try our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Ruth Bond (SENCO) or Mrs Sally Dakin (Head Teacher).

However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors as laid out in the Complaints policy which is available on the school website.

What wider support can I access beyond Hempshill Hall?

We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child, we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate.

Parents/Carers of children with SEND can also access support from the following:

• Ask Us Nottinghamshire:

www.askusnotts.org.uk or call them on 0800 121 7772

• The Nottingham City Council Local offer:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

• The Government guide for Parents and Carers:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

• The National Autistic Society:

<https://www.autism.org.uk/about/family-life/parents-carers.aspx>

Actions for 2026-27:

- Continue to monitor and develop the provision offered to children with speech, language and communication needs (SLCN) by encouraging communication between the Speech and Language Therapist (SALT) and teachers. This will enable the teachers to maximise the effectiveness of this support.
- Further support CPD of all TAs across the school and ensure that areas of expertise are shared across wider teams.
- Staff training and a continuing focus on the use of 'trauma-informed' practices (including emotion coaching) across the whole school.
- Ensure processes for tracking targets for SEND children are clear and consistent, allowing staff and the SENCO to see the whole journey of support received for individual pupils.
- Continue to embed the use of Clicker in all classes in order to support children with literacy difficulties and encourage independence.
- Introduce 'work stations' for some SEND pupils in order to encourage independence and ensure previous learning is not lost.
- Ensure that TAs are utilised fully and fairly across all year groups in order that all pupils with SEND receive the best possible support and the most appropriate interventions.
- Monitor use of TAs in supporting the learning of pupils with SEND. Deliver effective CPD to equip TAs with the skills to effectively scaffold the learning of pupils with SEND.
- Continue to deliver an effective programme of training for all staff.
- Quickly identify and secure additional funding where a pupil's needs are significant and require more bespoke support.
- Ensure EHCPs are in place and regularly reviewed for the growing number of pupils within the school.