



Hamstead Hall Academy

SEND Information Report 2026 - 2027

Reviewed	September 2026
Date of Next Review	September 2027

School Aim:

Hamstead Hall Academy aims to be a fully inclusive learning community in which ‘everyone achieves success through hard work and harmony’ Our explicit aim is to create a learning environment in which we value all members of the community as learners.

SEND Information Report 2026 - 2027

This SEND Information Report outlines information for parents/carers regarding the ways in which we provide support for all pupils with Special Educational Needs and Disabilities.

Definition of SEND taken from the SEND Code of Practice 2014,

‘A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made. A child has a learning difficulty if he/she has a significantly greater difficulty in learning than most of the pupils his/her age or a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in similar LA schools.’

SEND provision at Hamstead Hall Academy follows the principles outlined in the Code of Practice 2015

- A child with SEND should have his/her needs met.
- The views of the child should be sought, and their consideration taken into account.
- Parents/carers have a vital role to play in supporting their child’s education.
- Children with SEND should be offered access to a broad, balanced, and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Key Terms:

This table shows some of the definitions of abbreviations of SEND.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Service
EAL	English as Additional Language
EHCP	Education, Health and Care Plan
HI	Hearing Impaired
MLD	Moderate Learning Difficulty
PD	Physical Difficulties
SENCo	Special Educational Needs Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulties e.g. Dyslexia, Dyspraxia and Dyscalculia
VI	Visual Impairment

Responsibilities and Specialisms

Mr R Jevons – Assistant Headteacher/SENDCo (Qualified SENCo). Responsible for whole school SEND, tracking and monitoring of pupils' progress and attainment. Planning and implementing annual reviews. Liaising with external agencies. TA deployment. SEN strategy.

Ms D Jackson – Head of Resource Base (Qualified SENCo). Responsible for day to day running of the Cognition and Learning resource Base, curriculum, progress and attainment of RB students, intake and staff CPD.

TBC - Assistant SENCo

Mrs Nasrulla: - Specialism of working with hearing impaired pupils.

Ms R Burroughs: - Specialism in working with pupils with Autism; SEND specialist teacher.

Mrs K Lawrence: - Specialism is SLCN.

The SEND team consists of 9 full time Teaching Assistants and 1 part time Teaching assistant.

The four main areas of need:

1. Communication and Interaction:

Including: Speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD).

2. Cognition and Learning:

Including: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.

3. Social, Emotional and Mental Health difficulties:

Including: pupils suffering from anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory or Physical difficulties:

Including: Visually impaired (VI) Hearing Impaired (HI)
Physical Difficulties (PD).

Information is gathered from primary schools on transition of pupils from Year 6. Prior attainment scores are collected and distributed to staff during the summer holidays. A pupil passport is written for each pupil identifying strengths and any specific area of need. All pupils in Year 7 complete CAT's tests and pupils who score less than 85 in Verbal, Non-Verbal reasoning and or quantitative are assessed by the SEND team.

If a subject teacher has concerns about a pupil's progress, despite interventions already put into place by that teacher, a SEND Referral Form is completed and returned to the SENDCo, who, working with the SEND team, pupil and the parents / carers will then discuss and assess the pupil's individual needs. Following any referral, the SEND team may observe pupils in lessons and may ask other subject teachers for information to inform next steps.

If pupils are identified as having a special educational need, they will be placed on a Code of Practice threshold by the SENDCo, and parents/carers informed. Following assessment, appropriate intervention will be planned, delivered, and reviewed. Every intervention has clear expected outcomes and a pupil's progress towards meeting these outcomes is tracked and monitored. If pupils continue to have difficulties with their learning and do not make progress, then the SENDCo may refer the pupil to an external agency and the pupil will be given additional support.

If, in exceptional circumstances, pupils still do not make progress, then in consultation with the educational psychologist and any other external agency involved, the pupil will be put forward for a Statutory Assessment.

A pupil identified as having a special educational need will continue to have his / her progress tracked by their subject teachers and their attainment in lessons will remain to be the subject teacher's responsibility.

All pupils' needs are assessed individually before planning any support. The impact of any intervention or support is reviewed. (Assess, Plan, Do, Review) The pupil and his / her parents / carers are fully involved in this process. Recognition is also given to the fact that a pupil's needs may differ according to the activity being undertaken and so all teaching staff are made fully aware of any individual needs so that activities can be planned and prepared for in advance.

Where it is felt that further support is required for a pupil, we may apply for an EHCP (Education, Health and Care Plan) which entitles pupils to additional funding to support their learning and progression.

During the year, the SEND team conduct regular meetings with pupils to discuss their current progress and attainment. These discussions happen each term and help to keep the pupils' targets current and allow a sense of ownership.

For pupils who have an EHC Plan all reviews are pupil centred which means that pupils have an input into how reviews are organised and have an essential opportunity to highlight what they feel their successes have been and what support they feel they need to maximise progress.

All pupils, irrespective of if they have SEND, are assessed on a termly basis and a report is sent to parents / carers. For years 7 – 11 a current working at grade (WAG) and target grade (TG) and any concerns are communicated to parents.

All pupils with an Education Health and Care Plan have an Annual review where progress towards meeting targets is discussed. A timeline will be shared with all staff.

The SEND team are also available at all Parents' Evenings for discussions with Parents / carers.

Members of the SEND team can also be contacted by telephone or email. The SENCo can be contacted at jevonsr@hamsteadhall.com for the mainstream school or jacksond@hamsteadhall.com for the resource base.

Reviewing Pupil Progress:

Teaching and Learning for all pupils is monitored termly by subject leaders and the Leadership Team. Good practice is shared at Inset sessions and at informal drop-in sessions for staff.

Any intervention delivered by the SEND team is evaluated at the end to ensure that it is effective and has made a positive impact.

There is an identified SEND governor and the SENDCo submits an annual report to the Governing Body on the overall effectiveness of SEND provision. This report includes the impact of any training delivered to staff, evaluation of GCSE/BTEC results, and evaluation of data on exclusions and attendance.

The subject teacher will work with the SENDCo to carry out a clear evaluation of the pupil drawing on:

- The teacher's assessment and experience of the pupil
- The previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- The advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs.

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

High quality teaching is our first step in responding to pupils who have SEN. They will be differentiated for individual pupils.

Our teachers have high expectations of all pupils, including those with SEND. All teachers receive information stating pupils' strengths and difficulties and

suggested strategies for meeting needs via pupils' individual passports. Teachers provide differentiated and scaffolded resources for pupils who need them.

We have a Resource Base department which is made up of the Head of Resource Base, Assistant SENDCo and 8 Full Time Teaching Assistants. Teaching Assistants are deployed within year groups to support pupils. Our teaching assistants have a variety of specialisms.

An experienced pastoral team also supports SEND provision, with 5 Heads of Year, 5 Assistant Heads of Year and a Pastoral Manager which all ensure pupils are attending lessons, are punctual and display positive behaviour. All pupils are allocated a form tutor and all pupils placed on the SEND register are allocated a keyworker as mentioned in an earlier section.

We work closely with external agencies such as The Educational Psychology support is bought in from buy back and we also buy in support from a Speech and Language Therapist and a Hearing Specialist.

At the end of Key Stage 3 we will assess identified pupils for Access Arrangements for examinations. Pupils may then receive extra time, a reader/scribe, a prompt, or word processor depending on their level of need.

Most pupils will follow a set timetable, however there are a few pupils who will have a highly personalised timetable. Some pupils will be invited to participate in interventions focussing on specific needs. Some interventions are short term (usually one hour per week for a half a term) with most interventions running for a term. Some pupils may be offered more long-term intervention from the speech and language teacher. All interventions take place during lesson time and every effort is made to ensure that pupils do not miss core subjects.

Key Stage 4 pupils are not withdrawn from lessons for any intervention. However, the SEND team run breakfast club during morning registration time where pupils who are on the SEND register and who are at risk of falling behind can come and access support. TA's are also available every evening to support pupils with homework and revision. For a small number of pupils, some GCSE's may be accessible alongside their bespoke pathway offered as one options at KS4.

Interventions available include:

- Specialist speech and language sessions
- Numeracy/literacy interventions
- Anger Management
- Emotional Literacy
- Zones of Regulation
- Vocabulary Enrichment
- Reading Comprehension and Inference

- Sensory relaxation Intervention

(This list is not exhaustive)

At Hamstead Hall Academy, we can access a range of specialist equipment including specialist software for example Lexia, Mathswizz, writing slopes, reading pens, and differentiated text and pupil workbooks.

Our Academy is a safe and accessible site, and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND pupils throughout our Academy, including several disabled toilets, resource base rooms and specialised equipment to help with reading and writing.

Resources:

Resources are allocated based on evidence of need, Pupils with an Education Health and Care Plan have specific resources outlined. Teaching Assistants are then allocated where resources allow, to support these pupils in their lessons, The Team of Teaching Assistants are experienced with a wide variety of skills and with close communication with teaching staff can support and engage pupils alongside working with parents/carers where appropriate.

The SEND base has access to a wide range of resources that can be used by pupils including ICT (desktop and laptop computers) interactive boards reading books, games and dedicated subject resources.

Within the SEND base there is also a sensory room which pupils can access throughout the day.

There are facilities available for pupils before school including access to the SEND Base and LRB (Learning Resource Base). At break time and lunch time the SEND Base is available for all pupils. An extra-curricular timetable is available on the school website. Several learning opportunities outside of the classroom are also organised throughout the year.

All pupils are encouraged to participate in extra-curricular activities including residential trips such as the introduction to the Duke of Edinburgh award every July. For pupils who need additional support we work closely with the pupil and parents / carers to plan and prepare for activities so that the pupil can both fully enjoy and benefit from the opportunities on offer.

Parental Support:

Positive partnerships between home and school are essential in supporting your child's progress in school. We strongly encourage parents and carers to be fully involved in all aspects of their child's education and welcome your input.

Ways you can support your child: -

- Helping your child to be organised for the day (including packing their bag the night before and returning any letters to us).
- Full attendance and good punctuality.
- Completing homework
- Attendance at parent's consultation evening, annual reviews, and other SEND / Pastoral meetings.
- To inform the academy of any information that may help us meet the needs of your child for example any medical information.
- Keep us updated of any changes of address or telephone numbers.

Specialist Services:

At Hamstead Hall Academy we can access a wide variety of services including School Nurse Service, Local Authority, Educational Psychology, Speech and Language therapists, Clinical Psychologists and the AET.

These services are contacted when necessary and at an appropriate time. The school will work closely with all these agencies.

Transition through Phases of Education:

All pupils have access to a careers' education programme including an annual Careers' Fair allowing pupils to talk to representatives from a wide selection of employers.

Key Stage 2 – 3

Where we are aware of pupils with SEND from their primary school, we will endeavour to;

- Visit the pupil in their primary school.
- Speak with their year 6 teacher and the SENDCo.
- Meet or speak with the parents / carers of pupils with EHCP's.

- For those pupils with SEND who are likely to find transition particularly difficult, we will work with the primary school to develop a bespoke transition programme.
- All pupils will visit the school for an induction day.
- There is a dedicated part of the website dedicated to transition which includes useful websites and activities. There is also a video which does a walkthrough of the school highlighting key areas and information.

Key Stage 3 – 4

- We will support pupils with SEND in their options applications.
- Pupils with an EHCP will have a meeting with the Careers Advisor.
- Foundation skills and Entry Level Qualifications are offered to a small number of pupils in Key Stage 4 as one of their options choices.
- A bespoke curriculum is also offered to a small number of pupils who have difficulty accessing GCSE's.

Key Stage 4 – 5

All pupils receive advice in careers and are encouraged to visit multiple colleges to explore all post 16 opportunities. Pupils with SEND complete their college application forms with the help of a member of the SEND team. These applications are quality checked by the Head of Year and the Assistant SENCo where all relevant SEND information is added. All high cost SEND pupils have additional careers advice from a dedicated careers advisor and in-house careers advisor. All pupils with an Education Health and Care Plan have all information passed to their post 16 provision and an extended transition takes place between Hamstead Hall Academy, the post 16 provider, the pupil, parents and carers.

For Further Information:

Please contact our SENCo:

Email: jevonsr@hamsteadhall.com

Phone: 0121 735 8610

Independent Advice Service (IAS)

Making a Complaint:

In the first instance please contact the SENDCo. If you feel that your concerns have not been addressed, then please refer to our complaints policy which is available on our website.

Linked Policies:

- SEND Policy
- Behaviour Policy
- Child Protection Policy
- Attendance Policy
- Admissions Policy
- Disability Equality Policy

- Inclusion Policy

The SEND Information Report will be reviewed by the SENCo and the SEND Governor annually. It will be updated throughout the academic year should there be any changes. The information report forms part of the appendix of the SEND Policy which is reviewed annually by the governing body.

Legislation

- Children and Families Act 2014
- SEND Code of Practice 2014
- Equality Act 2014

The information required to be included in this SEND Information Report is stated in. The Special Educational Needs and Disabilities Regulations 2014 found at <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>