



Hallaton Primary School – SEND Report 2025 to 2026

School/College Name:	Hallaton C of E Primary School
Address:	Churchgate Hallaton Leicestershire LE16 8TY
Telephone Number:	01858 555629
Name of Head teacher/Principal:	Mrs Claire Stevens
Head teacher/Principal's contact details:	office@hallatonprimary.leics.sch.uk
Website address:	www.hallatonprimary.co.uk
School/College Specialism:	Mainstream Primary school
Age Range of students (start and finish) to include Post 14 onwards where relevant):	Ages 4 to 11
Date of Last Inspection:	July 2023
Outcome of last inspection:	Requires Improvement

Total number of students with special educational needs at college/setting:	7
Total number of students receiving additional learning support:	6

1. The kinds of special educational needs for which provision is made.

Hallaton C of E Primary School is a mainstream setting with no designated special unit.

Hallaton is committed to offering a fully inclusive curriculum which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

The school is committed to the principle that 'every teacher is a teacher of every pupil whether or not they have Special Educational Needs and that all teachers, therefore, have the responsibility for identifying and supporting young pupils with SEND.' (Code of Practice 2014)

Sometimes children and young people may have special educational needs that cover one or more of the following areas:

- **Communicating and interacting**

Some young people have speech, language and communication problems which make it difficult for them to make sense of language or to understand how to communicate effectively with others.

- **Cognition and Learning**

Sometimes children learn at a slower pace than their peers, have difficulty understanding parts of the curriculum, have problems with organisation and/or memory skills or have a specific difficulty with literacy or numeracy.

- **Social, emotional and mental health difficulties**

Managing relationships with others can sometimes be difficult for young people. They may be withdrawn, behave in ways that hinder their own or other children's learning, or that have an impact on their health and wellbeing.

- **Sensory and/or physical needs**

Some children have visual and/or hearing impairments or a physical need that means they must have additional ongoing support and equipment.

At various times many children require additional help and support to improve their learning or meet their needs either for a short period of time or for their whole primary school education.

2. Information about policies for the identification and assessment of pupils with special educational needs.

Some children with SEND can be identified at an early age for example through parent/carer concerns, a health professional, an educational psychologist or a pre-school setting. However, for other children, difficulties become more evident as they get older:

- the child may be performing below age related expectations in spite of intervention or may be making slow progress.
- concerns may be raised by the class teacher because of aspects of behaviour or self-esteem which may be affecting achievement.

We ensure that whole school data is used as an early identification tool (entry profiles, Foundation stage profiles, school tracking, teacher assessment)

The SENCO is an experienced Specialist Teacher who can make observations and carry out assessments where appropriate, to help in the identification of SEND.

Referrals to outside agencies (with parental consent and involvement) including health and education professionals is made when necessary.

Staff are trained to recognise possible indicators for SEND including Dyslexia, ADHD, Autistic Spectrum Disorders, Dyspraxia and speech, language and communication difficulties.

3. Information about policies for making provision for pupils with special educational needs whether or not pupils have Education Health and Care plans (EHCP).

When a child is identified as having a special educational need, four actions will be put into place known as the Graduated Response - Assess, Plan, Do, Review.

Assess - identify what the difficulty is and plan an appropriate strategy

Plan - plan appropriate intervention and support with consideration about personal learning styles

Do - deliver support

Review - meet and discuss progress with child, parents, class teacher three times a year.

Key questions to consider

- **How Hallaton evaluates the effectiveness of its provision for pupils with special educational needs?**

Pupil progress is reviewed each term and the effectiveness of any additional support or intervention is evaluated. The views of the pupil and the parents are key in this review.

The school monitors and evaluates the quality and effectiveness of provision regularly for all pupils including those with SEND. This is done by scrutinising pupil assessment data and work and observations of learning in lessons. Parental and pupil questionnaires are used to inform next steps and evaluate current practice.

The SEND Governor also has a role in examining the findings of the school's self-evaluation and relevant assessment data as part of the Governing Body's process of monitoring the effectiveness of the School's SEN Policy.

- **How does Hallaton assess and review the progress of pupils with special educational needs?**

Parents and carers are welcome to make an appointment at any time to meet with either the class teacher or the SENCO to discuss their child's progress, seek advice or ask for information about how to support their child's learning. We strongly believe that a child's education should be a partnership between parents and teachers so we aim to communicate regularly and effectively.

Children identified with Special Educational needs will have a "All about Me" and a Pupil Profile.. A review meeting with the pupil, parents, teacher and SENCO (if needed) will be held termly so that progress and next steps can be discussed.

- **What is Hallaton's approach to teaching pupils with SEND?**

All children (SEND or otherwise) receive high quality teaching. This is differentiated to meet the needs of all children.

All staff members have high expectations of all pupils.

When necessary, children receive additional support, both in and outside of the classroom. This could be in the form of small group work, 1 to 1 support or access to specialist equipment. Support is provided by the class teacher or the teaching assistant.

Some children are withdrawn to work with the SENCO or Teacher/HLTA.

Sometimes, specialist support is brought in from a range of external agencies such as SALT – Speech and Language Therapy.

Staff have a good relationship with parents/carers and ideas about learning and progress are exchanged regularly by email, telephone or face to face meetings when possible.

Teachers and Teaching assistants are provided with information about the needs of the individual pupils in their care so that they can plan a differentiated curriculum. Differentiation means that all children can access learning at a level that suits their needs.

Ofsted May 2022 - Leaders have similarly high aspirations for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND access the same curriculum as their peers. Teachers adapt resources and equipment to ensure pupils with SEND can access the whole curriculum. They are encouraged to take part in all aspects of school life, including sports competitions.

- **How does Hallaton adapt the curriculum and learning environment for pupils with special educational needs?**

Quality First Teaching

Differentiation

In class support

Small group

Individual support

Specific interventions

Specialist equipment such as writing slopes, wobble cushions, pencil grips, handwriting pens, reading rulers and coloured paper, ICT.

Making reasonable adjustments such as additional time to complete tests, rest breaks and sensory breaks.

- **How Hallaton will provide additional support for learning?**

The school provides various interventions/support that meet the individual needs of the children. Children who may require higher levels of support have access to appropriately trained support staff.

Modified print books and enlarged texts are used when needed.

Access arrangements are used to support students in examinations. This may include access to a scribe or reader, an award of extra time and or rest breaks.

- **Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum.**

Hallaton Primary School offers a wide range of extra-curricular activities including sport, dance, science workshops,



choir and instrumental tuition.

The school offers a Breakfast Club and an after-school club run on the premises during term time. Contact the school office for further information about booking, times and costs.

Pupils with SEND are able to participate in school visits and residential trips with prior planning if necessary. Reasonable adjustments will be made to ensure this runs smoothly. For example, a child who has difficulty with change of routine will be provided with information about where they will be visiting or staying, shown photos of the venue, given menu examples and assigned a designated person to talk to whilst on the visit.

- **What type of support is available for improving the emotional and social development of pupils with special educational needs.**

The Zones of Regulation has been introduced as a whole school approach (August 2020). Posters showing the 4 zones are displayed throughout school and both children and adults refer to the zones to expand their emotional vocabulary and to recognise emotions in themselves and others. This helps to focus upon self-awareness.

School nurse – training and support for staff and contact with parents

Administering medicine in accordance with school guidelines

Safeguarding – 1 DSL and 3 Deputy DSLs

Attendance of children is monitored carefully, and any concerns are discussed with parents as soon as possible.

Behaviour policy – the school has a positive approach to behaviour management and there is a high level of mutual respect between the adults and children in school. Every class operates positive strategies with team marbles. Golden stickers are awarded as part of assemblies and students. Any concerns are talked about with parents and together, we work to find a solution.

Weekly Elsa sessions with a trained ELSA to help identify children who need support.

4. The name of and contact details of SEND Co-ordinator

SENCO - Michelle Leah

Tel: 01858 555629

Email: mleah@hallatonprimary.leics.sch.uk

Qualifications include:

BA Hons, PGCE, Dip SpLD, CCET, APC, Member of PATOSS and registered as a Test Use of The British

Psychological Society

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise is secured.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Where necessary this is specific to SEND.

The SENCO is a specialist teacher who has a high level of continued professional development in order to remain a member of Patoss and is registered with The British Psychological Society. She works in a variety of schools and settings and any relevant training undertaken is cascaded to staff. Training in the last 12 months has included Solution Focused Meetings, Neurodiversity, Managing ADHD in class, The impact of Covid on SEND and supporting the emotional needs of learners. Additional work has focussed on language development.

Teaching staff and support staff from have benefited from Speech, Language and Communication training, Dyslexia Friendly classrooms. They have received training for the Zones of Regulation, Sensory Circuits and Team Teach.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school's Accessibility plan is available on the website.

Specialist IT equipment including laptop computers, interactive whiteboards, tablets, digital voice recorders are provided to support access to learning for pupils with learning difficulties. Where appropriate and, in consultation, with parents and carers, staff members take advice from specialist external agencies to procure specialist resources to support pupils with special needs.

7. The arrangements for consulting parers/carers of children with special educational needs about, and involving parents/carers in, the education of their child.

Our school values the importance of home school liaison. Through strong partnerships we share our expectations, develop our understanding of pupils' needs and celebrate successes. We welcome and encourage our parents to talk to staff about their concerns at any time.

Parents' evenings are held in the Autumn and Spring Terms. Extended parent, teacher and pupil meetings are held at the start of the Spring Term for Year 6 children so that progress and targets can be discussed by everyone.

We also hold extended meetings with parents of children who have a special educational need or disability.

Weekly newsletters go home and parents join us for weekly Celebration assemblies every Friday.

8. The arrangements for involving young people with special needs about, and involving them in, their education.

We recognise the importance of self-advocacy skills. We encourage our young people to communicate, convey, negotiate or assert their interests or opinions about their learning. Our young people participate in meetings and reviews. They are involved in the design of their personal support plans and are encouraged to celebrate the things they do well including areas to develop.

If assessment is carried out by the specialist teacher within school then the young person's views are always included in any written reports. Similarly, this is the case when external agencies, such as The Educational Psychology service are involved.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at Hallaton Primary School.

For information regarding the school's Complaints Policy please look at the School's website.

10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

Referrals to outside agencies are usually made through the school SENCO. Sometimes, parents are advised to take their children to see the GP and referrals are then made via that route.

11. The contact details of support services for the parents and carers of pupils with special educational needs, including those for arrangements made in accordance with clause 32.



The first point of contact to share concerns and seek advice and support is the class teacher. A meeting can also be arranged with Mrs Stevens (Headteacher) or Michelle Leah (Special Educational Needs Co-ordinator).

Telephone: 01858 555629

Email: office@hallatonprimary.leics.sch.uk

Further sources of support include:

SENDIASS – SEND Information Advice and Support Service

Contact: 0116 305 5614

sendiass@leics.gov.uk

Details of the Local Education Authority's local offer can be found at:

www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

12. The setting's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

We have a good relationship with our feeder secondary schools; e.g. Uppingham Community College and Robert Smyth Academy.

Additional transition visits are arranged for children who require extra support and to gain familiarity with the new setting and new staff. Contact is made with any other chosen secondary school and staff visits are organised to exchange information. Our children also participate in Induction days in the Summer Term.