



HLC Primary Special Educational Needs and Disabilities **Information Report**

“Belong, Respect, Inspire, Succeed, Enjoy”

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Introduction

From September 2014, schools have been required to publish a SEND Information Report outlining the arrangements and provision in place for children and young people with Special Educational Needs and Disabilities (SEND).

This SEND Information Report should be read alongside the HLC Primary SEND Policy (Reviewed July 2025) and reflects current practice, systems and procedures at Hadley Learning Community Primary School. It is written in accordance with:

- SEND Code of Practice: 0–25 years (last updated September 2024)
- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability (Amendment) Regulations 2024

It also reflects the renewed Ofsted Education Inspection Framework (effective November 2025), which places a strong emphasis on inclusion, early identification, curriculum accessibility and the lived experience of pupils with SEND.

What types of SEND does the school provide for?

HLC Primary supports pupils across all four areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs. Pupils are supported with and without EHCPs.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator (SENCO) Mrs A Knight is the Special Educational Needs Coordinator (SENCO). Mrs. Knight is responsible for coordinating and reviewing our SEND provision in school and supports teachers to ensure that children with special educational needs receive appropriate support in order to meet their needs. Mrs Knight holds the appropriate SENCO qualification. You can make an appointment to speak with Mrs. Knight by calling or visiting the school office. You can also email Mrs. Knight directly on Adelaide.knight1@lct.education

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Support staff

We have a team of Learning Support Mentors (LSMs) who are trained to deliver SEN provision. We also have a dedicated family support worker Mrs A. Moore, and two members of staff within our pastoral team who are trained as Emotional Literacy Assistants.

Below is a sample of just some of the training that has taken place:

All Teachers	Specific Training for some staff
Certificate in Equality, Diversity & Inclusion	Attention Autism
Certificate in Understanding Mental Health	Intensive Interactions
The Bridge Curriculum Document	Colourful Semantics
Trauma-informed practice	Talk Boost
Interoception Training (OT)	Sensory Processing

External agencies and experts

Sometimes we seek additional support from external agencies and wider professionals to assist in meeting the needs of our pupils with SEN and to support their families. These include:

SALT - Speech and language therapists

Educational psychologists

Occupational therapists

GPs or paediatricians

School nurses

Child and adolescent mental health services (CAMHS STW - Child & Adolescent Mental Health Service Shropshire Telford and Wrekin)

Education welfare officers

Social services and other local authority (LA)-provided support services such as Family support workers and the Early Help Team

Hearing Impairment team

Outreach teams from specialised schools

EWO - Educational Welfare Officer Telford and Wrekin

What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide together, using our graduated approach on the next steps to take

If you think your child might have SEN, the first person you should tell is your child's teacher.
You can contact your class teacher via the school office to organise a meeting or speak to them at the end of the day. They will pass the message on to our SENCO, Mrs. Knight, who will be in touch to discuss your concerns.
You can also contact the SENCO directly via email at Adelaide.knight1@lct.education

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

How will the school know if my child needs SEN support?

At Hadley Learning Community Primary School, we are committed to identifying children's needs early, accurately and sensitively, so that the right support can be put in place at the right time.

We know a child may need SEN support through a combination of the following:

- High-quality classroom monitoring
- All children's progress is carefully monitored by class teachers as part of everyday teaching. Teachers regularly assess pupils' learning, communication, behaviour, emotional wellbeing and engagement. If a child is not making expected progress despite high-quality teaching and appropriate classroom adjustments, this may indicate an emerging need.
- Observations and professional judgement

Teachers and support staff use their professional expertise to notice patterns such as:

- Difficulty with communication or understanding instructions
- Challenges with learning, attention or memory
- Emotional regulation or social interaction difficulties
- Sensory or physical needs that affect access to learning

Any concerns are discussed with the SENDCo to ensure they are explored carefully.

The Monitoring Register

If concerns are identified, a child may be placed on the Monitoring Register. This is not the same as being identified as having SEND.

It allows us to:

- Track emerging needs closely
- Put targeted support in place early
- Monitor progress using a structured Monitor – Assess – Plan – Do – Review (MAPDR) cycle

Many children make progress with this early support and do not need further SEN provision.

The graduated response (Assess – Plan – Do – Review)

If a child continues to experience difficulties despite targeted support, the school will follow a graduated approach in line with the SEND Code of Practice. Evidence is gathered over time to understand:

- The child's strengths
- Barriers to learning or wellbeing
- What support has already been tried
- How the child has responded

Working in partnership with parents and carers

Parents and carers are central to the process. We value your knowledge of your child and:

- Share concerns early
- Discuss what we are seeing in school
- Listen carefully to your views and concerns
- Agree next steps together

Involving the child

Where appropriate, we also seek the child's views so that support is person-centred and meaningful.

When SEN support is identified

A child will be identified as needing SEN support when it is clear that they require special educational provision that is additional to or different from what is normally available in the classroom. At this point:

- The child is added to the SEND Register
- An Individual Learning Plan (ILP) is created
- Support and outcomes are reviewed regularly

In summary:

We take a careful, evidence-based approach that focuses on early identification, strong communication with families, and ensuring every child receives the support they need to succeed. If you ever have concerns about your child's learning or development, we encourage you to speak to your child's class teacher or the SENDCo – we are always here to help.

How will the school measure my child's progress?

At Hadley Learning Community Primary School, we understand that progress looks different for every child. We carefully track progress in a range of ways, ensuring it reflects each child's starting point, needs and individual strengths, not just academic attainment.

We measure progress by looking at the whole child. This includes academic learning, communication, emotional wellbeing, independence and confidence, ensuring that progress is meaningful, personalised and clearly linked to the support your child receives.

If you ever have questions about your child's progress, we encourage you to speak with the class teacher or SENDCo, who will be happy to discuss this with you.

Ongoing classroom assessment

Class teachers continually assess children's learning as part of everyday teaching. This includes observing how your child:

- Engages in lessons
- Applies skills independently
- Communicates and interacts with others
- Regulates emotions and behaviour
- Accesses and responds to support

This day-to-day assessment helps teachers adapt teaching and support in real time. For children with SEND, progress is viewed over time and in relation to individual starting points, rather than direct comparison with peers alone.

Individual Learning Plans (ILPs)

If your child is receiving SEND support, they will have an Individual Learning Plan (ILP).

The ILP:

- Sets clear, realistic and meaningful outcomes
- Focuses on priorities such as communication, learning, independence or emotional regulation
- Identifies the strategies and support in place

Progress towards ILP outcomes is reviewed at least termly and used to decide what is working well and what may need to change.

Monitoring and graduated review

For children on the Monitoring Register, progress is reviewed through the MAPDR cycle (Monitor – Assess – Plan – Do – Review). This allows us to:

- Check whether targeted support is having an impact
- Adapt provision promptly if progress is limited
- Decide whether continued or different support is needed

Education, Health and Care Plans (EHCPs)

For pupils with an EHCP, progress is measured against:

- The long-term outcomes set out in the EHCP
- Short-term targets within the ILP that link directly to EHCP outcomes

EHCP progress is reviewed regularly in school and formally at the annual review, with input from parents, professionals and, where appropriate, the child.



Pupil voice

We place great importance on how children feel about their learning. Progress may also be seen in:

- Increased confidence
- Improved engagement or independence
- Reduced anxiety or frustration
- Positive changes in behaviour or communication

Children's views are gathered in ways that are appropriate and meaningful for them.

Working in partnership with parents and carers

You will be involved in reviewing your child's progress at regular meetings. We:

- Share what progress we are seeing
- Discuss what is working well
- Agree any changes to support together

Progress is a shared conversation, not just a set of scores.

How will I be involved in decisions made about my child's education?

At Hadley Learning Community Primary School, we believe that parents and carers are central partners in their child's education. You know your child best, and your views, knowledge and aspirations are valued at every stage of decision-making.

You are involved in decisions about your child's education at every stage. We work in partnership with families to ensure that support is personalised, evidence-based and focused on helping your child thrive.

If you would like to discuss your child's education at any time, please contact the class teacher or the SENDCo – we are always happy to work with you.

Open and ongoing communication

We aim to communicate with parents openly, honestly and regularly. This includes:

- Early conversations if concerns arise
- Clear explanations about what we are seeing in school
- Opportunities to ask questions and share your views

You are encouraged to speak to your child's class teacher or the SENDCo at any point if you have concerns or questions.

If your child shows emerging difficulties, we will discuss this with you before any formal decisions are made. You will:

- Be informed if your child is placed on the Monitoring Register
- Be involved in agreeing any targeted support
- Have opportunities to contribute observations from home

Joint decision-making through the graduated response

As part of the Assess – Plan – Do – Review process, parents and carers are actively involved in understanding your child's strengths and barriers, agreeing priorities and outcomes and reviewing the impact of support.

If your child receives SEND support, they will have an Individual Learning Plan (ILP). You will be involved in creating and reviewing ILP outcomes, discussing what support is working well and agreeing next steps and any changes needed. ILPs are reviewed at least three times per year, and additional meetings can be arranged whenever needed.

If your child has, or is being considered for, an EHCP, you will be involved at every stage of the process.

Listening to concerns and adapting support

If you feel something is not working, we want to know. We take parental concerns seriously. We can review provision when needed and adapt support in response to feedback. Your voice matters, and concerns are always addressed respectfully and constructively.

How will my child be involved in decisions made about their education?

At Hadley Learning Community Primary School, we believe that children and young people should be at the centre of decisions about their education. We are committed to listening to pupils in ways that are meaningful, age-appropriate and inclusive, ensuring they feel heard, valued and respected.

We involve children in decisions by focusing on their strengths and interests, what they enjoy and find challenging and what helps them learn and feel safe in school

All support is planned with the aim of helping children develop confidence, independence and self-advocacy skills over time.

We recognise that children communicate their views in different ways. Depending on the child, this may include:

- One-to-one conversations with a trusted adult
- Visual supports, symbols or choices
- Drawings, photographs or symbols
- Observations of engagement, preferences and responses
- Structured pupil voice activities

For non-verbal or pre-verbal pupils, including those supported within The Success Suite, staff use observations and communication systems to understand likes, dislikes, needs and priorities.

Involvement in Individual Learning Plans (ILPs)

If your child receives SEND support, they will be involved in their Individual Learning Plan (ILP) wherever appropriate. This includes:

- Talking about what they are proud of
- Identifying something they would like help with
- Sharing what helps them learn best
- Reflecting on progress in a supportive way

Children's views are recorded and used to shape targets and support. Your child may be involved in review meetings in a way that feels comfortable for them.

How will the school adapt its teaching for my child?

At Hadley Learning Community Primary School, we believe that high-quality teaching, adapted to meet individual needs, is the foundation of effective SEND provision. All teachers are teachers of children with SEND, and teaching is carefully adapted so that every child can access learning and make progress.

High-quality, inclusive classroom teaching

The first way we adapt teaching is through Quality First Teaching, which benefits all pupils. Teachers carefully consider how lessons are delivered so that learning is accessible and engaging for your child.

Personalised adaptations and reasonable adjustments

Where needed, teaching is adapted further to reflect a child's individual needs. This may include:

- Differentiated tasks or outcomes
- Adjusted pace of learning
- Simplified instructions or chunking information
- Adapted resources or equipment
- Use of assistive technology

These adaptations are planned to remove barriers to learning while maintaining high expectations.

Support through the graduated response

If your child needs more targeted support, teaching adaptations are planned as part of the graduated response (Assess – Plan – Do – Review).

How will the school make sure my child is included in activities alongside pupils who don't have SEN?

At Hadley Learning Community Primary School, inclusion is central to our values. We are committed to ensuring that pupils with SEND are fully included in all aspects of school life, learning alongside their peers wherever possible and appropriate.

Inclusive classroom practice

Children with SEND are taught within their class alongside their peers for the majority of the school day. Teachers adapt teaching and learning so that pupils with different needs can take part in the same lessons and access learning through appropriate adaptations.

All children with SEND are supported to take part fully in lunchtimes and playtimes, school trips and educational visits, clubs, enrichment activities and wider events. Risk assessments and planning ensure activities are accessible, safe and inclusive for all pupils.

The Success Suite and inclusive access

For pupils who access The Success Suite, inclusion remains a priority. Where appropriate, pupils are supported to join their class for specific lessons or activities and take part in social and curriculum experiences with peers where appropriate to their learning.

How does the school make sure the admissions process is fair for pupils with SEN or a disability?

At Hadley Learning Community Primary School, we are committed to ensuring that the admissions process is fair, inclusive and non-discriminatory for all pupils, including those with Special Educational Needs (SEN) or a disability.

Equal access and non-discrimination

We follow all statutory guidance and legislation, including the Equality Act 2010, which means that:

- Pupils are not refused admission because they have SEN or a disability
- Reasonable adjustments are considered to ensure fair access
- All children are welcomed and valued as part of our inclusive school community

Admissions decisions for pupils without an Education, Health and Care Plan (EHCP) are made using the school's published admissions criteria, which apply equally to all children.

For children with an EHCP:

Admissions are managed by the Local Authority. HLC Primary works closely with the Local Authority and families, we provide detailed information about our provision and capacity to meet the child's needs. If a school is named in a child's EHCP, we have a legal duty to admit that child. Once a place is confirmed, we work proactively to ensure a smooth and positive start, which may include:

- Visits or phased starts where appropriate
- Liaison with previous settings or professionals
- Early consideration of reasonable adjustments or support needs

This ensures that pupils with SEN or disabilities are not disadvantaged and can access school life confidently from the outset.

If parents or carers have questions or concerns about admissions, we encourage them to contact the school to discuss this further.

How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities are fully included, supported and able to succeed alongside their peers. We take a proactive, child-centred approach to remove barriers and provide the support each child needs to access school life confidently.

We follow the Equality Act 2010, which requires schools to make reasonable adjustments so that pupils with disabilities are not disadvantaged. We actively promote a culture of respect, understanding and high expectations for all pupils.

Support for pupils with disabilities may include:

- Adaptations to the classroom environment
- Modified resources or specialist equipment
- Flexible timetables or rest breaks where needed
- Visual supports and structured routines
- Adapted teaching approaches to support access to learning

We work closely with external professionals, such as:

- Occupational Therapists
- Speech and Language Therapists
- Educational Psychologists
- Health professionals

Their advice helps us tailor support and ensure provision meets each pupil's needs. Parents and carers are key partners in planning and reviewing support. Pupils are also involved in decisions about their education in ways that are meaningful and accessible to them.

How will the school support my child's mental health, and emotional and social development?

We create a calm, supportive and inclusive environment where children feel they belong. Staff build strong, trusting relationships with pupils so that children know there is always a familiar adult they can turn to if they are worried, upset or unsure.

All pupils benefit from:

- Clear routines and consistent expectations
- Predictable structures that help children feel secure
- Opportunities to talk, share feelings and develop self-awareness
- A focus on positive behaviour, emotional regulation and resilience

These approaches help prevent difficulties from escalating and support children's emotional wellbeing on a daily basis.

Some children need additional help to manage emotions, behaviour or social situations. Where needed, we may provide:

- Individual or small-group emotional support
- Regulation strategies and personalised behaviour support plans
- Nurture-based approaches or soft-start provision
- Supported opportunities to develop friendships and social skills

We have a bespoke offer to pastoral support, which includes drawing and talking therapy, ELSA support and check in's, counselling sessions, or further bespoke support. Where appropriate, we work with external professionals such as mental health services, educational psychologists or health professionals to provide additional support.

The safety and wellbeing of our pupils is paramount. We have clear procedures to support children who may be experiencing anxiety, stress or emotional difficulties, and we respond promptly and sensitively to any concerns.

What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

We understand that transitions can be a time of excitement but also uncertainty, particularly for pupils with SEND. We plan transitions carefully, early and in partnership with families, so that each child feels safe, confident and ready for their next step.

Transitions between year groups are planned well in advance. Support may include:

- Parental meetings between current and new class teachers
- Sharing detailed information about your child's needs, strengths and successful strategies
- Updating Individual Learning Plans (ILPs) so support continues seamlessly
- Structured visits to the new classroom
- Supported opportunities to meet new adults

Where appropriate, additional visits, visual supports or social stories may be used to help children understand and prepare for change.

When children join HLC Primary from another setting, we work closely with parents and carers, previous schools, nurseries or settings, and external professionals where involved. This helps us understand the child's needs from the outset and plan appropriate support.

Transition to secondary school

Transition to secondary school is planned carefully, particularly for pupils with SEND. Support may include:

- Early liaison between the HLC SENDCo and the receiving school
- Sharing of ILPs, reports and relevant professional advice
- Extra visits to the secondary setting
- Individualised transition plans for pupils with higher levels of need

Parents and carers are kept fully informed and involved throughout the process.

Preparing for adulthood

We recognise the importance of developing skills that prepare children for later life. For pupils with EHCPs, preparation for adulthood is considered as part of longer-term planning and reviewed as children approach transition points.

What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after children is Mrs Knight.

At Hadley Learning Community Primary School, we recognise that looked-after and previously looked-after children may have experienced disrupted early life experiences that can affect learning, emotional wellbeing and development. When a child is both looked-after (or previously looked-after) and has SEN, we provide carefully coordinated, compassionate and personalised support.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy. Trust policies - Learning Community Trust (lct.education).

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability> discrimination

You can make a claim about alleged discrimination regarding:

Admission

Exclusion

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Telford and Wrekin's local offer SEND - Local offer (www.telfordsend.org.uk).

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: Telford SENDIASS | SENDIASS Telford

National charities that offer information and support to families of children with SEN are:

IPSEA

SEND family support

NSPCC

Family Action

Special Needs Jungle