



SEND INFORMATION REPORT **2025/2026**

Part of the Derbyshire Local Offer for Pupils with Special Educational Needs and Disabilities

New government legislation requires us to publish a new report called the SEN Information Report (clause 65 of the SEN Code of Practice 2014). This will be reviewed annually or when new guidance is produced.

Our school and SEND provision	Hilton Spencer Academy is a larger than average mainstream Primary School. At Hilton Spencer Academy we are committed to the equality of opportunity and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and disabilities.
SENDCO Team	Claire Bellfield - SENDCO and Vice Principal Shelley Woodward - Assistant SENDCO The SENDCO team can be contacted directly on 01283 732334 or sendco@hiltonspencer.org.uk
Identification and assessment of pupils with Special Educational Needs and Disabilities	UPDATE DATA As of 15.09.25 there are 543 pupils registered at Hilton Spencer Academy. • 12% of the pupils on roll are on the learning support register and are supported at the SEN support level. • 8 pupils receive Inclusion funding • 12 have an Education and Health Care Plan (EHC). Pupils who may have Special Educational Needs and Disabilities can be identified in a number of ways. ➤ The school tracks data which identifies pupils who are not making expected progress. Progress of children with SEND is carefully monitored by scrutiny of data and intervention monitoring. ➤ An Initial Concern system is in place for early identification. ➤ Children working below age related expectations.

	➤ Concerns voiced by parents / members of staff or external professional. ➤ Pupils may come to us with outside agencies already involved. Hilton Spencer Academy has excellent links with outside agencies including but not limited to Paediatricians, Educational Psychology, Behaviour Support, Physiotherapy, Occupational Therapy, Speech Therapy, Inclusion Advisory Service and the Support Service for children with physical, visual and sensory impairments. ➤ The SENDCO makes referrals to these outside agencies as needed.
Provision for pupils with Special Educational Needs and Disabilities a) The effectiveness of provision for pupils with SEND	Hilton Spencer Academy has a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes scrutiny of- 1. Pupil achievement 2. Behaviour and safety 3. Leadership and management 4. Quality of teaching Governors are involved in this process and receive regular reports and updates. All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out. Staff monitor and review interventions using termly support plans. These support plans are used to ascertain whether the progress made on these interventions is below expected, expected or better than expected.
b) Arrangements for assessing and reviewing the progress of pupils with SEND	Assessments are carried out each term to analyse the attainment of each pupil. Termly Pupil Progress Review meetings look in detail at the progress made in all areas by pupils including those with additional needs. Parents are involved in the review process at Parent Consultation Evenings (October and February) when mini progress reports are produced. Review meetings are also held in collaboration with parents, teachers and the SENDCO team. At the end of each academic year, a written report is sent to parents detailing progress. The SENDCO and class teacher are available for appointments to discuss progress at any other time during the year.

c) Approach to teaching pupils with Special Educational Needs and Disabilities	All pupils on the Special Educational Needs register have a personal support plan which details the provision made for them to achieve the next steps in their learning. All pupils with SEND receive high quality first teaching (carefully differentiated work within the classroom). Carefully matched interventions enhance this teaching where necessary. Pupils may be taught as part of a class, in a small group or individually depending on the activity. School staff are supported by outside agencies regarding strategies best matched to teach specific pupils.
d) Adaptation of the curriculum and learning environment for pupils with Special Educational Needs and Disabilities	Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access. The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach. The internal class support provided by teaching assistants, the Inclusion Support Advisor and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities. The curriculum may need to be adapted in order to support learners with additional needs, this may be through the allocation of appropriate resources, scaffolding, modelling, chunking or through the level of adult support provided. Being a modern school the buildings, access and facilities are of a good standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.
e) Additional support for learning	The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or Education, Health and Care Plan (EHCP) and pupils without. The allocation is made following needs analysis discussions and work between

	the senior management team and the governors. The funding is used to purchase classroom support and resources. The school will request assessment for an Education, Health and Care Plan from the LA when there are concerns regarding any two of the categories from education, health and social care. The school will request assessment when, despite an individualised programme of sustained intervention within SEN, support the pupil remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency. An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.
f) Activities available to pupils with Special Educational Needs and Disabilities	All extra-curricular activities, provided by the school, are available to all children and will be suitably adapted and supported to ensure access for all. A dedicated learning support room ('The Hub') has been set up to provide an area for interventions and meetings. There is also a separate nurture ('The Zone') room which provides a location for nurture groups and therapeutic play sessions. A Nurture Lunch Club for pupils with a variety of difficulties is available every day within school. This club supports pupils to participate in a sociable lunchtime and free time activities while ensuring the necessary support is on hand. All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SENDCO and Educational Visit Coordinator work closely with parents/carers before trips to discuss specific needs of each pupil with SEND. No pupil is removed from activities at Hilton Spencer Academy unless due to the request of parents or carers.

g) Support available for improving the emotional and social development of pupils with SEND	We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount. 'The Zone' nurture group is a short term intervention strategy for two groups of '8' pupils, supported by 2 trained adults, which addresses barriers to learning arising from social, emotional or behavioural difficulties. The Zone meet 2 afternoons each week for 12 weeks and these sessions take place at different times during the school year The 'Garden Gang' is a group of approximately 10 children with a higher level of need. The adult to child ratio in this group is 1:2. The Garden Gang meets 3 afternoons each week to work on social and life skills. For pupils in in Years 5 and 6, a weekly Life Skills group supports children to develop their independence skills through activities such as gardening, baking, shopping and personal care and safety. A weekly Wellbeing Group focusing on emotions and positive mental health. Our Family Support Worker and Inclusion Mentors support children on a 1:1 basis throughout the school in response to children's social and emotional needs. We can offer a variety of bespoke 1:1 programmes to support emotions, anxiety, anger and personal space. Personal care is conducted discreetly, with dignity and fostering independence where possible (please see intimate and personal care policy).
The expertise and training of staff in relation to pupils with SEND	Our SENDCO team (Mrs Bellfield and Mrs Woodward) support class teachers in planning for pupils with SEND. All of the teachers at Hilton Spencer Academy are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs. The school provides training and support to enable all staff to improve teaching and learning of pupils, including those with Special Educational Needs and Disabilities. Our Teaching assistants also have a range of expertise in a variety of specialised areas including autism, dyslexia, selective mutism, Makaton etc. The school accesses a variety of services to ensure that the skills of the staff match the needs of the current pupils.

Accessibility for pupils with SEND	Hilton Spencer Academy is a single storey building which is completely accessible to all. There are a number of disabled toilets with bio bidets, hoists and shower and changing facilities are available. The equipment used in school is accessible to all pupils regardless of need. For further details please see the Accessibility Plan.
Consulting and involving parents	The school aims to work in partnership with parents and carers. We do so by: • Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision • Working effectively with all other agencies supporting children and their parents • Giving parents and carers opportunities to play an active and valued role in their child's education • Making parents and carers feel welcome • Ensuring all parents and carers have appropriate communication aids and access arrangements • Providing direct contact with the SENDCO Team via phone or email • Providing all information in an accessible way • Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing • Instilling confidence that the school will listen and act appropriately • Focusing on the child's strengths as well as areas of additional need • Allowing parents and carers opportunities to discuss ways in which they and the school can help their child • Agreeing targets for the child • Making parents and carers aware of the Derbyshire IASS services and any other support services they could access.
Consulting with pupils about their Special Educational Needs and Disabilities	We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2015). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to: • State their views about their education and learning • Identify their own needs and learn about learning • Share in individual target setting across the curriculum

	• Self-review their progress and set new targets In addition, pupils who are identified as having SEN are invited to participate in: • Setting targets • Regular meetings with named adults • Working with adults in small groups and one-to-one sessions • Annual reviews
Concerns about the provision for pupils with SEND	In the first instance we encourage parents to contact their child's class teacher. If concerns remain we ask parents to contact the SENDCO Team. In the unlikely event that a concern is not resolved parents are asked to contact the Chair of Governors.
Outside agencies involved with pupils with SEND	At Hilton Spencer Academy we receive support from • Educational Psychology • Inclusion Support Services • Support Service for visual, physical and hearing impairments • Speech and Language Therapy • Physiotherapy • Occupational Therapy • Community Paediatrics • Clinical Paediatrics • Social and Communication Disorders Clinic • Child and Adolescent Mental Health Services • Integrated Pathways
Arrangements for supporting pupils with SEND in transferring between phases of education	We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on. When moving classes in school, information will be passed to the new class teacher in advance and a meeting will take place between the current and new class teachers. Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. We are working to develop links with John Port High School and other local secondary schools. The Year 6 and 7 staff meet to

	discuss all children who will be transferring. The SENDCO Team also meets with the SEND Team at feeder secondary schools to discuss those children who are transferring and who have or may have special educational needs. Additional visits and focused support can be provided to children who may need further reassurance. All school records are sent to ensure that new staff are as informed as possible about a child's special educational needs and disabilities.
Support for parents of pupils with Special Educational Needs and Disabilities	Your child's class teacher and the SENDCO Team are always available to discuss your child's needs and progress. All outside agencies will contact parents to keep them informed of their involvement. Derbyshire Information Advice and Support Service for SEND can be contacted on Telephone - 01629 53368 Email – ias.service@derbyshire.gov.uk Website - https://www.derbyshireiass.co.uk/
Derbyshire's Local Offer	This can be found at https://localoffer.derbyshire.gov.uk/#!/directory

A hard copy of this SEN information report can be obtained from the school office.