

SEND Information Report – Hardingstone Academy

Reviewed and updated July 2026



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Our aims for pupils with special educational needs or disabilities

We aim to:

- Raise the aspirations of and expectations for all pupils with SEND.
- Focus on outcomes for pupils rather than on hours of provision.
- Support pupils to make progress in line with or exceeding expectations.
- Encourage pupils to become more independent in their learning in order to prepare them for life after school.
- Support pupils to make a successful transition from primary to secondary school.
- Provide a broad and balanced academic and social curriculum.

The SEND Code of Practice states that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is **additional to**, or **different from**, any provision made generally for other children or young people of the same age by mainstream schools. A child with a disability is covered by the SEND definition if they require special educational provision.

Reduce barriers to learning

Support medical needs

Make reasonable adjustments

Support engagement in all activities

Secure specialist provision as needed

Work cooperatively with parents, young people and outside agencies

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Objectives:

- To identify and provide effective support for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate an inclusive, holistic approach to the management and provision of support for special educational needs
- To provide a SENDCo who will manage, monitor and review the SEND Policy
- To provide support and advice for all staff working with pupils with special educational needs



Identifying Special Educational Needs

There are four broad areas of need:

Cognition and Learning

Communication and Interaction

Physical and Sensory

Social, Emotional and Mental Health

Children, or young people, who require teaching or support that is **additional**, or **different**, in order to make progress in line with their peers, are classified as having special educational needs. This may in some cases include a specifically diagnosed condition or disability. Identification may be via transition information from previous schools, via reports from external professionals, or through assessment carried out in school.

EMAT's Admission Policy prioritises places for children with an EHCP which names the school as appropriate provision. Admission procedures consider any specific needs for children and the school then plans the provision required to support those needs. This includes an assessment of:

- Physical accessibility and environmental resources
- Accessibility of the curriculum
- Inclusion in extra-curricular activities

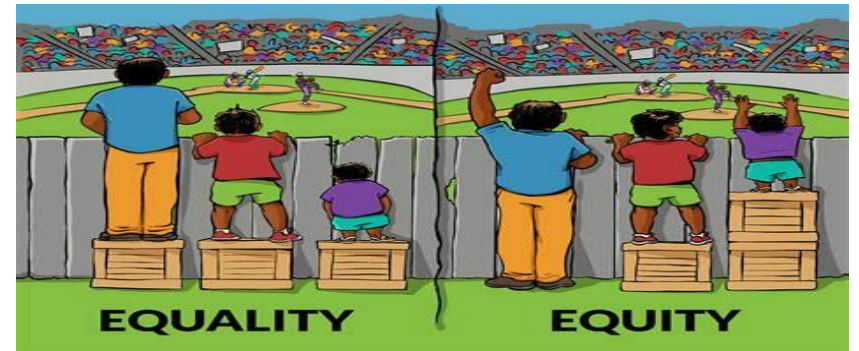
Cognition and Learning needs Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health needs Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and Interaction needs Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Includes: Autism Spectrum Condition, Speech and Language Communication needs, some physical disabilities, attachment needs.

Physical and/or Sensory needs Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Behaviour is seen as an indicator of a possible underlying need. As a school, we will recognise and identify clearly any behaviour that stems from an underlying need, and work with each child or young person to support their individual needs.



Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

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Support

Our pupils study a broad and balanced curriculum. We have high expectations and ambitious outcomes for all pupils, including those with SEND

Hardingstone Academy has an ethos of inclusion. We are committed to providing an appropriate and high-quality education to all the children at Hardingstone Academy. We believe that all children, including those identified as having special educational needs and/or disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they are fully included in all aspects of school life. Hardingstone is committed to promoting inclusion and removing barriers to learning and our school environment enables all children to have the opportunity to flourish and feel safe. At Hardingstone, we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children to enable them to make progress. By regularly reviewing children's progress across the curriculum, we can enable suitable provisions to be put in place that create the best impact for our children.

The Waves of Provision model is a conceptual framework that supports our planning of provision for pupils across EMAT.

Wave 1. Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on your child's prior knowledge.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning through manipulatives/resources or accessible visuals such as working walls.
- That specific strategies and reasonable adjustments (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Wave 2. Targeted, specific group work

Intervention programmes which may be:

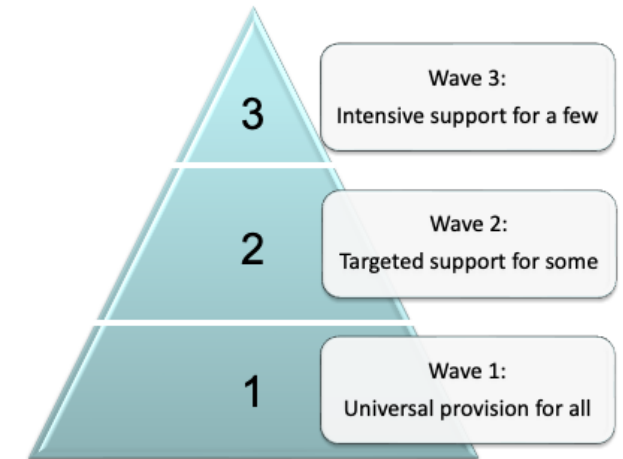
- Run in the classroom or a group room/area.
- Run by a teacher, teaching assistant (TA), or the Special Educational Needs Co-Ordinator (SENCO).

Wave 3. Specified Individual Support

This type of support is available for a very small number of children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP).

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment or Education, Health and Care assessment of your child's needs. A panel from the Local Authority decide if your child meets the threshold for a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have been sent in a decision will be made as to whether an Education, Health and Care Plan will be issued. The EHCP will outline long and short term outcomes for your child and strategies to support.



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The graduated response

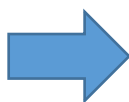
Students on the SEND register will also have an individual education plan (IEP) that will be reviewed at least termly, therefore 3 times a year and more frequently in some cases.



Assess

Identification of SEND:

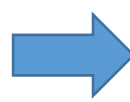
Transition information
Internal assessment
Parental referral
External assessment



Plan

Planning support:

Discussions with parents
Discussions with pupil
Discussions with teachers
Advice from specialists



Do

Ensuring support:

Key information for teachers
Reasonable adjustments
Specialist interventions
Additional adult support



Review

Evaluation of support:

Subject assessment data
Specialist assessment data
Discussions with teachers, pupils and parents

School based support

All pupils with SEND

- IEPs (individual education plans)
- One Page Profiles
- Effectively planned lessons
- Reasonable adjustments in lessons to reduce barriers to learning

Some pupils with SEND

- Specialist equipment or additional adult support
- Additional time in core subjects like English and Maths
- Small group or individual specialist interventions

External support

- Sensory Impairment Service
- SEND Support Service
- Professionals: Educational Psychology, Occupational Therapy, Physiotherapy, Speech and Language Therapy
- Child and Adolescent Mental Health Services (CaMHS)
- School Attendance Support Service
- Health care – includes health visitors, school nurse, services at Northampton General Hospital (NGH) or the Northamptonshire Healthcare Foundation Trust (NHFT)
- Hospital and Outreach Education (HOE)

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Our approach to Teaching and Learning and the SEND Ranges

We follow the EMAT Teaching and Learning Framework with all of our learners as part of Quality First Teaching:



We use the SEND Ranges as our graduated approach to SEND provision.

Please ask the SENDCo if you would like further information on this, or follow the link below:

[WNC - Guide to the Special Educational Needs and Disabilities Ranges, 2022 \(PDF 3MB\).pdf \(d2kgyw8u6fo2v.cloudfront.net\)](#)

The SEND Ranges are West Northamptonshire's approach to the Graduated Approach.

The SEND range descriptors are based on national best practice in determining and describing the needs of children and young people with special educational needs and disabilities. They are based on the four areas of the SEND Code of Practice (2014) and on the 'golden thread' of the graduated approach – of assess, plan, do and review - that pervades all best practice.

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Using the SEND Ranges
0-25 years

Guidance 2022

Staying Informed

Pupils are assessed in lessons regularly. Each term, assessment data is formally recorded and tracked, so that pupil progress can be closely monitored. Reports on pupil progress are published to parents and each year there are two TLCs (termly learning conferences) where progress can be discussed.

Interim Review(s) and Annual Review meetings are offered to the parents of pupils who are supported through an Education Health and Care Plan. These meetings, which prioritise the voice of the child, will discuss what is going well and what needs support to improve.

There are a number of ways that parents can be involved in the school:

- Meetings with different members of school staff run throughout the year and can be requested by parents
- Termly Learning Conferences with Class Teachers
- Key information published by the school
- School newsletters
- Inclusion events
- Support, advice and guidance sessions
- Email and phone calls
- Parents can apply to become Governors when vacancies arise

We are proud of the strong partnerships we have created with parents, pupils and the community and place a high value on the comments and feedback that they provide as this help us to improve our school even further.

Other sources of information (available via our website, or use the links provided):

EMAT Intimate Care Policy

EMAT Medical Policy

EMAT Accessibility Policy

EMAT SEND Policy – this provides further information about our aims for supporting pupils with special educational needs and disabilities.

SEND guide for parents - this is a government document outlining information for parents around special educational needs and disabilities.

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

SEND Code of Practice: 0-25 years this is the formal document that provides all educational providers with guidance on statutory provision.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

What is the Local Offer?

This is where information about services available for children and young people (aged 0 to 25) with special educational needs and disabilities in West Northamptonshire is published:

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk/local-offer)

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If you wish to discuss your child's progress further, then you can speak to us directly at drop off / pick up, email or call to arrange an appointment with:

- Class Teacher (this is the first person you should try to contact as all teachers are teachers of pupils with SEND)
- SENDCo
- Head of School

At Hardingstone Academy, we have an open door policy, This means that we are always willing to listen to your concerns and discuss them together.

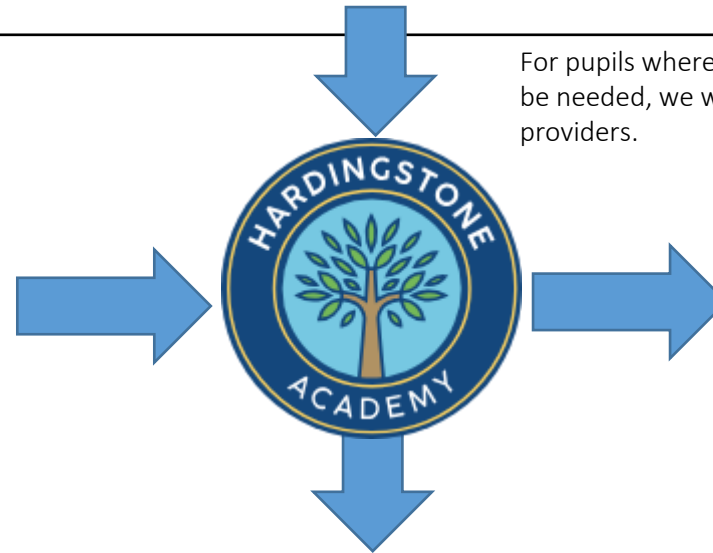
Transition and Partnerships

Please note, for pupils with an Education Health and Care Plan transferring from another authority, the Local Authority may choose to carry out a new needs assessment before confirming the details of the EHCP.

From Nurseries / Pre-Schools

- Members of the EYFS Team may visit nurseries, conduct home visits and meet pupils and their parents.
- Pupils are invited to spend induction days in the school, where they will meet with their class teacher.
- For pupils with SEND, the SENDCo will meet with key staff, pupils and parents wherever possible.
- If appropriate, there is the opportunity for an extended induction for SEND pupils before they start.
- Parents will be invited to attend an information evening.

Partnerships



For pupils where an alternative pathway may be needed, we will work with a range of providers.

From other schools

For pupils who join the school at other points, parents will be invited to meet with the class teacher and the SENDCo as appropriate to discuss the pupils' needs. Tours of the school and taster days can be arranged as required.

To other schools

For pupils who are leaving the academy to transition to a new school, a full hand over of information is completed.

Accompanied visits can be arranged as required

If a pupil would be helped by a social story to support them in understand moving on, one will be made for them.

To Secondary Schools

- Members of the Year 6 team will meet with secondary school staff. Where possible, discussions should be about the child holistically and include their strengths as well as SEND and Pastoral needs.
- Pupils are invited to spend transition days in the secondary school, where they will meet with their class teacher.
- **Where necessary, meetings may also be arranged with the SENDCo from the secondary school to ensure best practice is shared and that the school is fully informed about the pupil's needs**
- Extra SEND visits may also be arranged in addition to the main transition days. This provides further opportunities for familiarisation with the school layout and routines as well as also meeting key **members of the Secondary Inclusion Team** (often known as Factfinder Days).
- All pupils with an Education Health Care Plan will have a member of their secondary school invited to their Year 6 annual review to ensure a thorough handover of the child's needs and the support they will require as part of their EHCP. Parents/carers and pupils are always invited to contribute to these meetings.

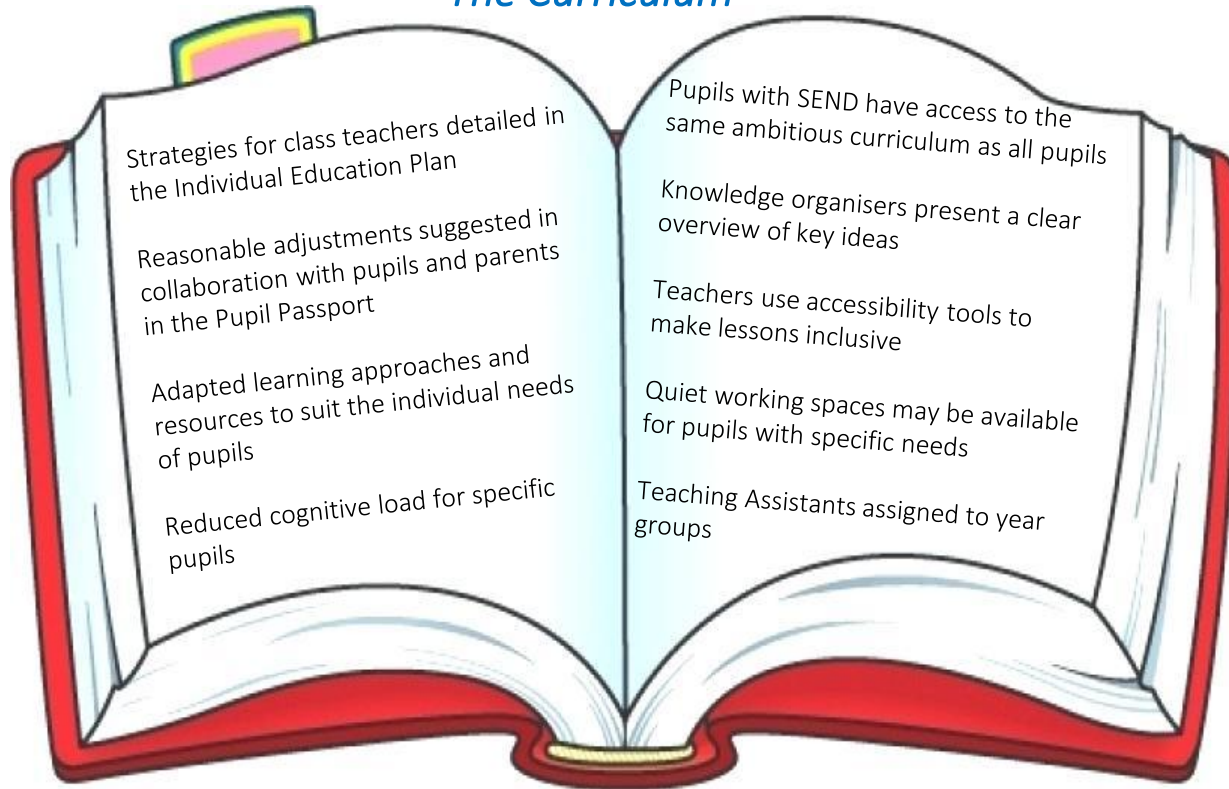


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Inclusive Education

We are committed to providing an appropriate and high-quality education to all children attending Hardington Academy.

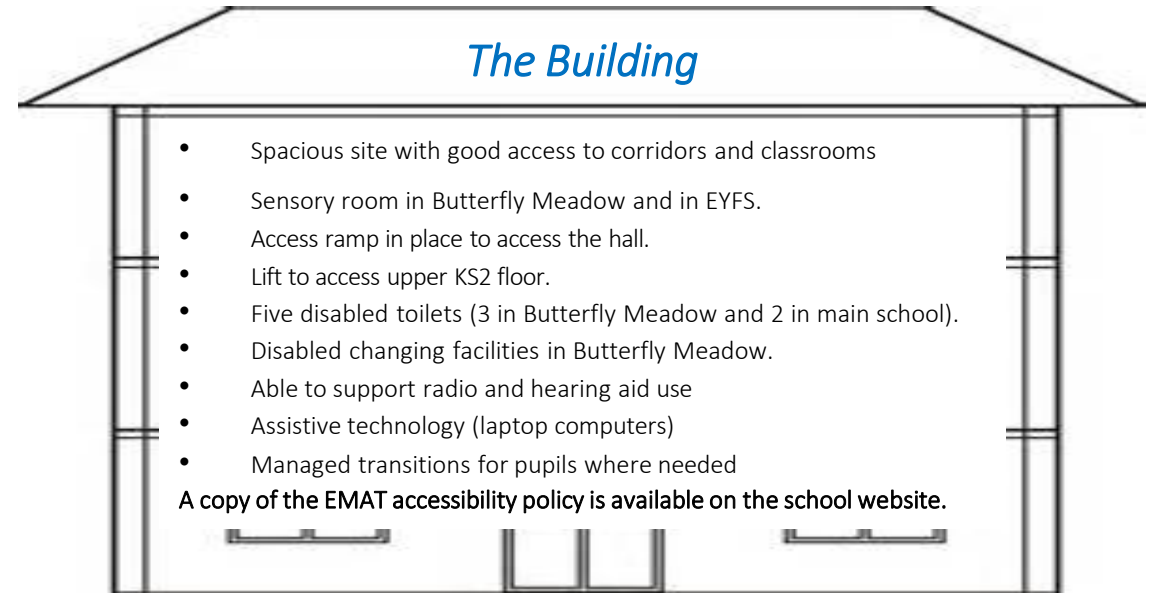
The Curriculum



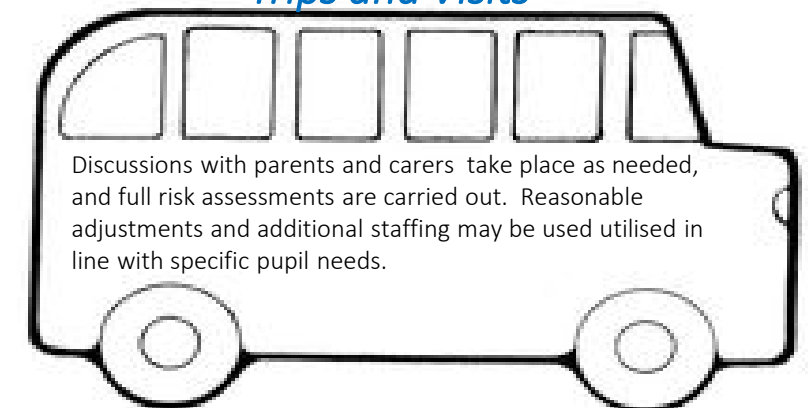
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The Building



Trips and Visits



Butterfly Meadow Unit Provision

Hardingstone Academy's Communication and Interaction Unit Provision

In Butterfly Meadow, we provide support for young people in Key Stage 2 (Years 3-6), who predominantly have Communication and Interaction needs, specifically ASD (Autism Spectrum Disorder). Some pupils are unable to cope fully with the demands of school. Our goal is to ensure that our pupils can accept and manage their differences in a safe and secure environment, and receive a curriculum offer that meets their needs.

How can my child get a place in Butterfly Meadow?

Children are allocated a place in the school's Butterfly Meadow by the local authority using the specification agreed by the local authority. It is a requirement of the authority that the child has an EHC Plan and that the child's main area of need is Communication and Interaction, specifically Autism Spectrum Disorder (ASD). At present, Hardingstone Academy can cater for 12 children across Years 3, 4, 5 and 6.

How will the Butterfly Meadow support my child?

Children in the school's Butterfly Meadow are educated using a variety of strategies and methods. Butterfly Meadow has a high ratio of adults to children. The staff in Butterfly Meadow are highly experienced at directing expertise and resources to help individual pupils, either through intervention programmes or in class. Children are taught a specialised curriculum to meet their needs, and the department teacher adapts learning tasks for each child. Children access tray tasks that are closely matched to their levels of learning. Children are assessed regularly using a specialised assessment framework, to track progress. Their learning journey will be documented and shared with you through conversations and meetings.

Where children are supported by additional external professionals, such as Speech and Language Therapists and Occupational Therapists, we will work closely together to deliver provision that meets children's needs.

In the unit, your child will follow a visual timetable so that they know exactly what they are doing throughout the day. The unit consists of a main classroom with workstations, a library area, 3 disabled toilets (1 with a changing room), an advanced sensory room, an area for sensory circuits, a lunchroom and a group room for individual or small group work, away from distractions. Children may progress towards accessing the mainstream classes for some of their learning, if that is appropriate for their needs. We endeavour to include all children in department in whole school events such as assembly or special celebrations.

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Who to contact in school

SEND Team

Adam Cooper

(SENDCo)

01604 346805

Adam.cooper@hardingstone.emat.uk

[uk](#)

Emma Gray (Children and family support worker & Deputy DSL)

01604 346802

emma.gray@castle.emat.uk

Complaints

Any complaints relating to SEND provision at Hardingstone Academy should be addressed to Adam Cooper, SENDCo in the first instance .

If you do not receive a satisfactory response within 10 school days, contact the Head of School.

Should your complaint remain unresolved you may wish to follow the Trust complaints process as set out in the EMAT Complaints Policy, available via the academy website or the school office



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School Office

Hardingstone Academy

01604 346805

office@hardingstone.emat.uk



Other useful contacts

SEND Information, Advice and Support Service (SENDIASS)

www.iassnorthants.co.uk

SENDIASS@westnorthants.gov.uk

0300 12 61039

West Northants Voices in Partnership [WNVP West Northants Voices in Partnership](#)

All local authorities are required to have a Local Offer which details information about services available for children and young people (aged 0 to 25) with SEND.

The Local Offer for West Northamptonshire can be accessed at: [Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](#)