

School context

Hogarth Academy is a mainstream primary school located in Nottingham city, serving children aged 3 to 11. As part of the L.E.A.D. Academy Trust, the school operates within a socio-economically diverse community in the NG3 postcode area.

The school's values of Lead, Empower, Achieve, and Drive underpin its educational philosophy, ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive the support and opportunities they need to succeed.

SEND at Hogarth Academy

This document should be read in conjunction with the SEND Policy, safeguarding policy and other related policies.

It is a whole school responsibility and priority to ensure that the needs of all learners with special educational needs and/or disabilities are met during their time at Hogarth.

Children's special educational needs are generally thought of in the following four broad areas of need and support:

Communication and interaction (including ASD spectrum and speech and language difficulties).

Cognition and learning (including dyslexia, dyspraxia and dyscalculia)

Social, emotional and mental difficulties (including ADHD)

Sensory and/or physical (including vision and hearing impairments)

A child's needs may be in one or more of these areas. (Special Educational Needs Code of Practice 2014 Para 5.32)

At Hogarth Academy, Special Educational Needs and Disability (SEND) refers to any circumstances resulting in an individual pupil requiring additional or different help to take full advantage of the educational opportunities offered to children of the same age. This includes disabled children as well as those with SEND.

Identification and assessment

At Hogarth Academy, we are committed to identifying Special Educational Needs and Disabilities (SEND) at the earliest opportunity through a clear and consistent graduated approach. Concerns about a child's learning, development or wellbeing may be raised by school staff, families, or external professionals. The process begins with a meeting between the class teacher and the child's family to share observations, discuss concerns, and agree on initial adaptations within the classroom. These may include changes to teaching strategies, resources, or classroom routines. The child's progress is then monitored and reviewed over time as part of our assess-plan-do-review cycle. If further support is needed, the SEND team may become involved and additional assessments or external advice may be sought.

Identification Methods

We identify SEND using a variety of approaches, including:

- Transitions (e.g. F1 to F2, F2 to Y1, KS1 to KS2)
- Transfer from another setting or review of transfer records
- Observations by teachers and teaching assistants
- Teacher assessment and pupil progress data
- Lack of progress against Early Learning Goals or National Curriculum expectations

- Pupil progress meetings with the senior leadership team and SENDCo
- Concerns raised by parents/carers
- Referrals and assessments from external agencies
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Assessment Methods

To build a full understanding of a child's needs, we use a range of assessment tools, including:

- Teacher inputted data and teacher assessment (formative and summative)
- Termly standardised assessments
- EYFS baseline assessments and tracking of Early Learning Goals
- Year 1 Phonics Screening
- Progression Steps for measuring small steps of progress (B-Squared)
- Diagnostic phonics assessments
- Nessy Dyslexia screener

This comprehensive approach ensures that every child's needs are identified early and supported effectively.

How will I know how my child is progressing and how will you help me to support my child's learning?

We provide multiple opportunities throughout the year for parents to be involved in their child's education and to contribute to the support planning process.

- **Parents' Evenings (twice per year):** Parents meet with class teachers to discuss their child's progress. The SENDCo and Head Teacher are also available for appointments during these evenings.
- **Open Door Policy:** We encourage ongoing communication. Parents are welcome to arrange individual meetings with teachers, the SENDCo, or senior leaders at any time to discuss concerns or specific issues. We also have a weekly SEND drop-in every Monday at 3:00pm.
- **SEND Support Meetings:** For children receiving SEND support, including those with Individual Education Plans (IEPs), we hold a minimum of three dedicated meetings each academic year with parents. These may be face-to-face or by phone and are used to review progress, update plans, and agree on next steps. Some pupils may require more frequent meetings, depending on individual needs.
- **Ongoing Communication:** If concerns about a child's progress arise, parents are informed at the earliest opportunity—this may be during Parents' Evening or earlier. Additional meetings will be arranged as needed to discuss interventions and additional support.
- **End-of-Year Report:** All parents receive a detailed annual report summarising their child's progress and achievements over the year.

Through regular and open communication, we aim to build strong, trusting relationships with families and ensure that each child receives the support they need to thrive.

Co-Production

At Hogarth Academy, we believe that strong partnerships with parents and carers are essential to supporting children with Special Educational Needs and Disabilities (SEND). We are committed to working in co-production with families, meaning that we listen to, value, and actively involve parents and carers at every stage of the SEND support process.

Co-production begins from the moment a concern is raised. Families are invited to meet with class teachers to discuss their child's strengths, challenges, and support needs. Together, we agree on strategies or adaptations to trial in class. Progress is reviewed regularly, and families are involved in every decision regarding further support or referrals.

When a child is placed on the SEND register, parents are informed and included in the development and review of Individual Education Plans (IEPs) or other support strategies. Review meetings take place at least three times a year, but parents are encouraged to meet more frequently if needed.

We also work in partnership with external professionals, ensuring families are part of all discussions and decisions. Our aim is to ensure that the support provided is holistic, consistent, and centred around the child's needs and aspirations.

By working together, we aim to empower families, strengthen trust, and ensure that every child has the opportunity to thrive.

SEND Team

The SEND Team at Hogarth Academy is:

Mr Calum Stewart (SENDCo)

Mrs Emily Powell (Assistant SENDCo)

Mrs Vicky Ryder (Teaching Assistant)

Mr Murray McKirdle (SEND Link Governor)

The SEND team can be contacted through the school office (0115 915 01016) or via email at SEND@hogarthacademy.co.uk.

How will staff support my child?

SENDCo and Assistant SENDCo key responsibilities

- Oversee the day-to-day implementation and operation of the academy's SEND policy.
- Coordinate high-quality provision for pupils with SEND across the academy.
- Liaise with the designated teacher for looked-after children (where different) to ensure effective support for pupils with SEND who are also in care.
- Advise on the graduated approach to SEND support, ensuring interventions are appropriate, timely, and effective.
- Support the monitoring, assessment, and tracking of pupils with SEND to ensure progress and identify needs early.
- Provide guidance on the strategic use of the academy's delegated SEND budget and additional resources to meet individual pupil needs.
- Establish and maintain positive, collaborative relationships with parents and carers of pupils with SEND.
- Liaise effectively with early years providers, other schools and academies, specialist settings, educational psychologists, health and social care professionals, and voluntary or independent agencies.
- Act as the key point of contact for external agencies, particularly the local authority and its support services.
- Coordinate smooth and informed transitions for pupils with SEND by liaising with potential next-phase education providers and ensuring parents are fully informed of options.
- Work in partnership with the Headteacher and Governing Body to ensure the academy fulfils its legal responsibilities under the Equality Act 2010, particularly concerning reasonable adjustments and access arrangements.
- Regularly liaise and meet with the SEND Governor, the L.E.A.D SEND Lead, and the Director of Schools to support effective monitoring, evaluation, and reporting.
- Ensure accurate, confidential, and up-to-date record keeping for all pupils with SEND.

Head teacher- key responsibilities

- Ensure that the Special Educational Needs and Disabilities (SEND) Code of Practice is fully embedded within the school improvement planning process.
- Lead decisions on the allocation and effective use of financial resources, staffing levels, and staff deployment to support strategic priorities.
- Collaborate with staff to develop and implement policies on class organisation and pupil groupings that enhance learning outcomes and inclusion.
- Oversee the analysis of performance and progress data, and provide clear, evidence-based reports to the Governing Body.

Class Teachers- key responsibilities

- Take full responsibility for meeting the needs of all pupils in their class, ensuring that lesson planning is fully inclusive and accessible.
- Work collaboratively with Teaching Assistants to ensure a clear understanding of individual pupil needs, enabling appropriate support and access to the full curriculum.
- Deliver high-quality, differentiated teaching and implement effective in-class support strategies.
- Collaborate with the SENDCo, Teaching Assistants, parents/carers, and pupils to develop and review IEP (Individual Education Plan) targets.
- Lead on the initial identification, assessment, planning, and evaluation of SEND provision in line with the academy's graduated response flowchart.
- Participate in termly pupil progress meetings with the Headteacher or Deputy Headteacher to monitor the progress of vulnerable learners and take action to help close attainment and progress gaps.
- Take part in and contribute to IEP review meetings by preparing relevant notes and engaging with families and the SENDCo.
- Share individual learning targets with pupils, where appropriate, to support ownership and understanding of their learning journey.
- Implement classroom strategies that promote a dyslexia-friendly environment and inclusive teaching practices.

Teaching Assistants- key responsibilities

- Work closely with class teachers to gain a clear understanding of individual pupil needs and ensure appropriate support is in place.
- Collaborate with class teachers and the SENDCo to develop and review IEP targets.
- Support pupils in working towards and achieving their targets through targeted and effective interventions.
- Implement dyslexia-friendly and inclusive classroom strategies to promote access and engagement for all learners.
- Deliver planned interventions, monitor their effectiveness, and provide timely feedback to the class teacher and SENDCo.
- Support individuals and groups of pupils in developing independence, resilience, and confidence in their learning.
- Attend review meetings when required, contributing relevant observations and insights.
- Participate in relevant training to enhance professional knowledge and ensure high-quality support for all learners.
- Work in partnership with the class teacher and SENDCo to meet the full range of pupils' needs, including physical and personal care requirements.

- Take part in planning and progress meetings to support consistency and continuity in provision.
- Access lesson planning in advance to prepare for effective support during teaching and learning activities.

How will my child with additional needs be consulted and involved in their education?

At Hogarth Academy, we believe that children should have a voice in their own learning. We actively involve pupils with additional needs in decisions about their education, empowering them to understand their learning journey and take ownership of their progress.

- Children are made aware of the learning objectives for each lesson or intervention session, helping them understand what they are working towards.
- Pupils regularly discuss their individual targets (as part of their Individual Education Plans) with their class teacher, teaching assistant, and/or the SENDCo. These conversations help children reflect on their progress and understand their next steps.
- Where appropriate, children are invited to take part in meetings with teachers and parents to share their views and contribute to discussions about their support and progress.
- For children with an Education, Health and Care Plan (EHCP), we gather their views through a child-friendly questionnaire, ensuring their thoughts and feelings are central to the review process.
- All pupils, including those with SEND, have opportunities to express their opinions and influence school life through participation in the school council.

We are committed to ensuring that all children feel listened to, respected, and included in shaping their own educational experiences.

How are parents involved in the school?

At Hogarth Academy, we are firmly committed to building strong, positive partnerships with parents and carers. We recognise that parents have unique knowledge, insights, and experiences that are vital in developing a shared understanding of a child's needs. All parents of children with Special Educational Needs and Disabilities (SEND) are valued as key partners in their child's education and are supported to take an active, informed role in the planning and decision-making process.

We maintain regular, open communication with families through face-to-face meetings, phone calls, and digital platforms. Class Dojo is used as an additional tool to support day-to-day communication between parents and teachers, helping to keep families informed and engaged.

Information about local support services and external agencies is available through the SENDCo, who is always happy to provide guidance and signposting to further help when needed.

How is my child supported in moving between phases of education?

At our primary school, we understand that transition points—whether between classes, year groups, or moving on to secondary school—can be particularly significant for children with special educational needs and disabilities (SEND). We are committed to supporting all pupils through these changes with thoughtful, well-planned approaches that are responsive to each child's individual needs.

Transition Within School

- We ensure smooth transitions between year groups by providing opportunities for children to meet new staff and become familiar with new classrooms and routines.

- Class teachers and the SENDCo share detailed information about each child's strengths, needs, and support strategies.
- Where appropriate, children with SEND receive additional transition support, such as visual aids, social stories, or transition books to help them understand and prepare for change.

Transition to Secondary School

- We begin transition planning early, typically during Year 5 or the start of Year 6, to allow plenty of time for preparation.
- The SENDCo liaises closely with the receiving secondary school to share information about the child's needs, support strategies, and any ongoing provision or interventions.
- Additional visits to the new school are arranged for pupils who may benefit from extra familiarity and reassurance.
- Where necessary, we invite the secondary school SENDCo to annual review meetings and work together to create a transition plan that reflects the child's strengths, interests, and any areas of concern.

Preparing for the Future

While children in primary school are at the early stages of their education journey, we recognise the importance of helping them begin to develop the skills and confidence they will need for later life. As part of our SEND support, we aim to:

- Foster independence by encouraging children to take responsibility for aspects of their learning and personal organisation in a safe and supported environment.
- Support social and emotional development through structured opportunities for collaboration, communication, and participation in school and community life.
- Build self-esteem and aspirations by helping children to understand their strengths and set achievable personal goals.

Our approach is always child-centred, and we work closely with families and external agencies where appropriate to ensure that transition planning is tailored and meaningful. Our aim is to help every child feel confident, safe, and ready for their next step, whether that is a new year group or a new school.

Teaching, Curriculum and School Life

Our Approach to Teaching Children with SEND

We are committed to inclusive teaching that recognises the diverse needs of all learners. Children with SEND are supported through high-quality teaching that is differentiated and personalised to enable access to the curriculum. Class teachers are responsible for ensuring that all pupils receive the right level of challenge and support, with guidance from the SEND team.

We believe in nurturing the whole child—academically, socially, and emotionally—and we adapt our approach as needed to ensure children with SEND are fully included in classroom learning and wider school life.

Staff Expertise and Training

We aim to keep all school staff up to date with relevant training and developments in teaching practice related to the needs of pupils with SEND. Staff training is ongoing, tailored to the specific needs of children currently in the school, and responsive to national developments in SEND provision.

The SENDC σ plays a key role in staff development and attends half-termly L.E.A.D. SENC σ Network meetings as well as relevant courses provided by the Local Authority. These opportunities help ensure the school remains up to date with current best practices in special educational needs and inclusion.

Staff training takes place throughout the school year and forms an important part of our continuing professional development. This training may include:

- Whole-school training on key areas such as autism, speech and language difficulties, or social, emotional and mental health needs
- Targeted training for specific staff working closely with individual children
- In-house sessions delivered by the SENDC σ or experienced staff
- Training provided by external specialists or agencies, both on-site and off-site, or through online courses

We also ensure that staff receive training in response to the needs of new pupils with SEND joining the school. This helps staff feel confident and equipped to provide effective support and ensures children settle in successfully.

By investing in high-quality, needs-led training, we aim to build a confident, skilled team capable of delivering inclusive teaching and supporting all learners to achieve their potential.

Adaptations to the Curriculum and Learning Environment

Our curriculum is designed to be broad, balanced, and engaging, and we adapt it to meet individual needs. We ensure that all pupils, including those with SEND, have access to subjects across the curriculum, with appropriate support to help them succeed. Adaptations and support strategies are used flexibly to meet individual needs and to promote independence, participation, and progress.

For some pupils, this may mean working towards individualised outcomes, supported by interventions or additional resources. We maintain high expectations for all learners while ensuring that their learning journey reflects their strengths, interests, and next steps.

In the classroom, teachers use a range of strategies to adapt learning, which may include:

- **Resources and Scaffolding** – Some children are provided with specific tools or equipment to support their learning.
- **Teacher Focus** – Teachers may provide different levels of support and guidance to individuals during tasks, depending on their needs.
- **Grouping** – Pupils may work in small, targeted groups to reinforce or pre-teach key concepts. Groupings are flexible and based on learning need.
- **Flexible and Mixed-Ability Grouping** – Children may be grouped in a variety of ways, including mixed-ability pairs or groups, to remove barriers such as reading and writing, enabling them to access the knowledge being taught.
- **Scaffolds** – Additional aids such as visual cues, dual coding, sentence stems, writing frames, and word banks are used to support children to complete tasks and to develop greater independence over time.

In addition to quality first teaching and classroom-based adaptations, some children may receive targeted interventions outside of lessons. These are planned based on assessment and regular monitoring of progress, and may focus on specific areas such as phonics, speech and language, fine motor skills, or emotional regulation.

Our approach is flexible and responsive. We aim to ensure that adaptations support access to learning while maintaining high expectations for all pupils, including those with SEND.

Inclusion in School Activities

We believe that all pupils should have equal access to the full range of opportunities our school offers. Children with SEND are encouraged and supported to take part in all aspects of school life, including:

- Educational visits and trips
- After-school clubs and enrichment activities
- Performances, assemblies, and special events
- Sports and physical education
- Responsibilities around school such as school council, 'playground pals', 'eco warriors' etc.

When needed, additional adult support or reasonable adjustments are put in place to enable participation and ensure pupils feel safe and included.

How is the effectiveness of the provision evaluated?

At Hogarth Academy, the effectiveness of provision for children and young people with SEND is evaluated through a structured and ongoing process. Termly pupil progress meetings are held to closely monitor individual development, with class teachers, the SENDCo, and relevant staff collaborating to assess and refine support strategies. Individual Education Plan (IEP) targets are also reviewed regularly to ensure they are appropriately challenging and responsive to each pupil's needs. This will involve the class teacher, pupils and families.

For children working on smaller, more incremental steps, the school uses B-Squared as a detailed assessment tool to track and evidence progress. This allows staff to identify precise areas of need and adjust interventions accordingly. Feedback from pupils and parents also plays a key role in the evaluation process, ensuring that support remains child-centred and effective. This reflective cycle underpins Hogarth Academy's commitment to high-quality, inclusive provision for all learners with SEND.

How does the school support my child's overall wellbeing?

Hogarth Academy places a strong emphasis on the emotional and social development of all pupils, including those with SEND, through a consistent and caring pastoral ethos that is embedded across the school. A comprehensive PSHE curriculum is delivered throughout the school, promoting self-awareness, empathy, and resilience. This is further supported by the Stormbreak programme, which is embedded into daily practice to help children understand and manage their emotions through movement and reflection. We also have a rich daily assembly programme that reinforces core values and emotional wellbeing themes. Pupils with SEND are encouraged to share their views regularly through pupil voice activities and review meetings, ensuring their voices are heard and considered in shaping their support. To promote a safe and inclusive environment, the school runs regular anti-bullying and E-Safety initiatives. In addition, an extensive extra-curricular programme provides further opportunities for social development, helping pupils to build confidence, friendships, and a sense of belonging. Together, these elements ensure that Hogarth Academy offers a nurturing and supportive environment where every child can thrive emotionally and socially.

Looked after Children

We recognise that children with SEND who are looked after by the local authority may have additional and complex needs. The school works closely with the social workers, carers, and other professionals to ensure these pupils receive timely and effective support. Individual Education Plans (IEPs) are regularly reviewed to align SEND provision with the child's wider care and emotional wellbeing needs. The SENDCo collaborates with all involved agencies to coordinate interventions, monitor progress closely, and provide tailored pastoral

and academic support. We prioritise consistent communication with carers and professionals to ensure that children who are looked after feel safe, supported, and able to achieve their full potential

Other bodies

Hogarth Academy works closely with a range of external bodies to support children and young people with SEND and their families, ensuring a holistic and coordinated approach to provision. The school collaborates regularly with health and social care professionals and utilises services available through the Nottingham City Local Offer, engaging with specialist teams such as the Behaviour Support Team, Learning Support Team, and Autism Team to access expert advice, intervention strategies, and training. These partnerships help the school to implement effective strategies and monitor progress closely. The school also maintains links with voluntary sector organisations that offer valuable additional support for families, including parent groups and mental health services. This collaborative approach ensures that children with SEN benefit from comprehensive support networks that extend beyond the school environment, promoting their wellbeing, development, and inclusion.

Please use the following link to access Nottingham City's local offer:

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

What do I do if I am not happy with the provision made for my child?

At Hogarth Academy, we encourage parents and carers to raise any concerns about their child's provision at the earliest opportunity. Initially, parents should contact their child's class teacher to discuss any worries and arrange a convenient time for a detailed conversation. In most cases, the class teacher will work to resolve concerns promptly. If the issue cannot be resolved at this level, the SENDCo or Head Teacher will become involved to provide further support and investigation.

If concerns remain unresolved within the school's internal framework, parents have the right to appeal through the school's formal complaints procedure, which involves raising the matter with the school governors.

For concerns specifically relating to the care or welfare of a child, parents can request an appointment with the Head Teacher, who will advise on the appropriate formal complaint procedures.