Special Educational Needs and Disability Information Report and Governor Review 2026

This report was shared with the Full Governing Body in September 2026 and will be reviewed annually.

Next Review: September 2027

This Information Report should be read in conjunction with our school SEND policy. The aim of this report and review is to provide information about what our school can offer with regards to SEND and provide annual data analysis.

Introduction

Hodnet Primary School aims to provide the best possible education, recognising that every child is special and has individual needs and abilities.

Safeguarding statement of intent

Safeguarding all our children is of paramount importance to us therefore, all necessary risk assessments are carried out prior to any activity and full DBS checks are carried out when recruiting new staff or welcoming volunteers and visitors. We are a "Safer School" and staff and governors who are involved in the recruitment process have attended "Safer Recruitment Training." New staff are made aware of all the related Safeguarding documents including the Child Protection policy as part of the induction process and all staff receive Child Protection Awareness training regularly.

Our Motto is '*TEAM*: *Together Everyone Achieves More*'.

To achieve this we will:

- Provide the highest possible quality of education in a stimulating, creative, secure environment in which all children achieve their full potential;
- Help each child to become a good citizen, with a lively appreciation of what he or she can contribute to society, and with sensitivity to the needs and aspirations of others;
- Maintain a partnership with all groups within the school and the wider community; create a caring confident community where everyone is excited by the challenges they meet;
- Ensure that children have a wide range of enriching experiences and opportunities to encourage a lifelong love of learning;
- Encourage self-discipline appropriate to the occasion and task, persevering in the face of difficulties;
- Encourage appreciation and understanding of other lives and cultures.

Our 'Motto' is at the core of all that we do in school, including supporting our children with additional needs. This document provides information for families about the variety of ways we ensure we support our children with Special Educational Needs and Disabilities (SEND) to achieve their full potential. We provide a range of educational and pastoral support to ensure that all our children achieve and make good progress.

> *"Pupils who have special educational needs make similar progress to their peers. Any needs are swiftly identified on entry to the school and an individual programme of learning is developed to support pupils, which is shared with parents. The local authority has recognised with an award the good provision for this group of pupils."*
> (Ofsted November 2013)

Schools are required to publish the services that are available for all children as part of the reforms to SEND and The Children and Families Act 2014. This information report is published to provide clear, comprehensive and accessible information about the support and opportunities that are available in our school. It is also to enable parents and carers to further develop their integral role in the provision for children with Special Educational Needs and Disabilities.

The information within this document is general, however we also recognise that each child is an individual and will receive distinctive provision and resources to meet their specific needs where necessary.

This Information Report has been co-produced as a partnership with teachers, governors, children, parents and carers. It is in conjunction with Shropshire LA Local Offer which outlines the provision for children within Shropshire. It can be found at www.shropshire.gov.uk/local-offer

If you would like further information, or a chat, please contact our SENCO, Mrs Ceri Williams, by email senco@hod.318education.co.uk or phone school on 01630 685300 to make an appointment.

There are a number of reasons why a child may be identified as having SEND:

- They are having significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment

Roles and responsibilities:

The head teacher, Special Educational Coordinator (SENCO) and the class teachers are all responsible for overseeing, planning and working with pupils with SEND.

- Our Head teacher and SENCO oversee all support and progress of any pupil requiring additional support across the school. Working closely as the SEND coordination team.
- The class teacher will oversee, plan and work with each child with SEND in the class to ensure that progress in every area is made.
- There may be a Teaching Assistant (TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

The Governors roles and responsibilities:

- The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One Governor (SEND link) is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

For all children at Hodnet Primary School who have additional needs we:

- Recognise that the family is often the expert on their child and work in partnership with them.
- Deliver high quality teaching, adapting the curriculum and our resources to ensure children can access the learning.
- Employ a fully qualified Special Educational Needs Co-ordinator (SENCO) to lead on SEN provision across the school. School SENCO is Mrs Ceri Williams.
- Appoint a Special Educational Needs link Governor to work closely with the SENCO. Our school SEND link governor is Mrs Lucy Underwood.
- Assess and review the learning of our children with SEND and use the information to inform future planning and teaching.

- When required, we aim to provide teaching assistants in class who work with children with SEND and also, importantly, support other children so that the teacher has more opportunities to work with the children with SEND.
- Hold regular meetings for teaching assistants with the SENCO, to review children and audit resources and to adapt provision where necessary.
- Support our families with children with SEND, formally through review meetings and informally through our “open door” approach. Families are also advised, where necessary, of other services and organisations which may offer further advice and support.
- Seek advice from outside agencies to ensure each child’s needs are fully identified and understood and to learn from specialists how best to support our children with SEND.
- We evaluate intervention groups and strategies on a termly basis.
- Regularly evaluate our teaching resources to ensure they are accessible to all children with SEND.
- Ensure our school activities and educational visits, as far as possible, are accessible to all our children with SEND.
- Hold annual review meetings with families for children with a higher level of SEN. (EHCP)
- Provide on-going SEN training and information for teachers and teaching assistants when necessary
- Liaise closely with secondary schools at transition times to ensure SEND pupil information is clearly communicated and recommendations heard so that the move to secondary school is as smooth as possible.
- Plan for the children’s educational needs using individual plans (PCP’s) which are reviewed at least three times a year using the *Assess, Plan, Do, Review* process, usually more regularly using the Plan, Do, Review method.

Once a child has been identified as having SEND parents are consulted. This involves making contact with the parents/carers and inviting them into school to discuss the needs of their children and the action of the school to meet the needs of the child. In addition to this the class teacher meets with the parents/carers at least once a term, usually the week before parents evening to review the child’s learning and set targets.

If any further information is needed the class teacher, SENCO and the head teacher are always available to discuss the needs, support and progress of the pupil, as we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that parents are able to be the same with us.

Assessments and reviews are formally completed once a term (typically October, February and May). Any additional assessments will be completed following the Assess, Plan, Do, Review (APDR) approach as required and assessments carried out by external providers will be organised by our SENCO as appropriate and always with parental permission.

Children with an EHCP (Education, Health and Care Plan)
Our school or parents or professionals working with a child can request that the Local Authority carry out an EHCP assessment of children’s needs. This is a legal process which sets out the amount and type of support that will be provided for the child. Once an application to carry out an EHCP assessment has been submitted to the LA they will complete the assessment process within a legal timeframe. They will decide (using the paperwork submitted by the school, parents, child and the professionals working with the child) if the child requires a higher level of support to meet their needs. If they require an EHCP then the LA will write one and ensure that the child, the parents, and the professionals have all contributed to the paperwork. This will then be submitted to

school within a 20-week timeframe. If the LA do not think that the child requires an EHCP then they will inform us and we will continue the support previously given to the child.

Specific provision is provided in school. The table below explains the detail of this support.

Type of SEND	Support provided in school
Communication and Interaction Autism Spectrum Disorders (ASD) Speech, Language and Communication Needs	✚ We use visual timetables when needed to support children to understand what will happen and when it will happen. ✚ We provide areas with reduced distractions and low stimulus when required. ✚ We aim to provide additional support during break and lunch time when appropriate. ✚ We run small groups focusing on social skills as and when required. ✚ Time is spent with children helping them to identify situations that cause anxiety and finding ways to relieve that anxiety. ✚ We run individual speech and language sessions based on a child's needs. ✚ We provide additional time within the classroom setting for children who require additional time to respond. ✚ We access the expertise and advice from the LA/NHS Speech, Language and Social Communication team. ✚ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach ASD team) to ensure the needs of children are clearly identified.
Cognition and Learning Needs Moderate Learning Difficulties (MLD) Specific Learning Difficulties (SpLD)	✚ We access the expertise and advice of the Special Educational Needs teaching and support service (Woodlands Outreach learning team) to ensure the needs of children are clearly identified. ✚ We support referrals to the specialist team at PRH to assess for Meares Irlen Syndrome or visual stress. ✚ We provide small group support with a focus on English or Mathematics skills, depending on need. ✚ We use intervention programmes to improve English or Mathematics skills- e.g. snip, toe-by-toe, Rapid, Phonics/Spelling play, Literacy Travels, Word Shark, Number Shark, Star Spell, Number Gym, Beat Dyslexia, Nessy, My Maths, Phonics Bug, and Bug club. Some programmes require group work, some are independent and some require TA or teacher support. ✚ We provide resources to support children with specific needs- e.g. coloured overlays and coloured exercise books for our children with dyslexia and writing slopes to help with writing if required.
Sensory and Physical Needs Hearing/Visual Impairment Physical Disabilities Multi- Sensory Impairment Medical Needs	✚ We provide support and practical aids where appropriate to ensure pupils can access the curriculum. ✚ We seek advice and guidance from the School Nurse for pupils with significant medical needs. ✚ We request and act upon advice and guidance from the Hearing Impairment Service, the Occupational Therapy Service and other expert practitioners as and when required. ✚ We have staff trained to use equipment to support hearing impaired children. ✚ We run intervention sessions to improve pupil skills, e.g., gross and fine motor skills in conjunction with specific programmes from the OT team. ✚ When it is appropriate, we use ICT to enhance pupil's access to the curriculum. ✚ When required staff receive training in understanding the impact of a physical or sensory need on the teaching of learning of the child. ✚ The main entrance to school allows wheelchair access. ✚ All staff understand and apply the Administering Medicines Policy and Pupils

	with Medical Conditions Policy.
Social, Emotional and Mental Health Needs Mental Health Condition Social Difficulties Emotional Difficulties	- We provide excellent pastoral care for our children. - We run one to one sessions focusing on emotional understanding and expression - based on the SEAL (Social and Emotional Aspects of Learning) programme. - We access the expertise and advice of the Special Educational Needs teaching and support service via the Marches Academy Trust Inclusion School (MATi) Outreach Services, to ensure the needs of children are clearly identified. - We have a teacher trained in CBT who is able to provide specific work where required. - We complete risk assessments/behaviour management plans and then take action to ensure the safety and inclusion of all children, whenever possible, in all activities. - All staff are trained to use Positive Handling techniques. - We can put in place a short-term support for children with a specific emotional need, for example, bereavement. - We run small group sessions with a focus on self-esteem an improving confidence, including Reach for the Top programme, No Worries programme and Relax sessions where appropriate. - We run small group sessions with a focus on social skills. - We seek the expert advice and support of outside agencies, including the School Nurse and BeeU (formerly CAMHS).

Working in collaboration with external agencies:
Children who have been identified by the Class Teacher or SENCO as needing some extra specialist support from a professional outside the school, may receive support from some or all of the external agencies that we work with. The assessments that are carried out by these services help to provide the right support for children with specific needs. Some children may have these needs met quite quickly and involve a small amount of involvement, for other children they may need further involvement due to the severity of their complex needs and therefore may require Local Authority assessment for an Education, Health and Care plan (EHCP).
We currently work with the following external agencies:

- Speech and Language therapy (SALT) Service.
- Marches Academy Trust Inclusion (MATi) School Outreach Service (ASD, Learning support and Behaviour support)
- COMPASS
- Early Help Team
- BeeU (formerly CAMHS)
- Educational Psychologists
- School Nursing team
- Sensory Inclusion Service
- Occupational Therapists
- Physiotherapists
- Children's Centre Services
- TMBSS (Tuition, Medical, Behavioral Support Service)

If you wish to discuss your child's learning or well-being please arrange a suitable time to come in to school. We will work with you to support your child in our school.

If you have any questions, concerns or complaints or compliments about our provision for pupils with Special Educational Needs, the first point of contact should be the child's class teacher, they will be happy for you to share any concerns you may have. An appointment with the SENCO or the Headteacher can also be arranged by contacting the school.

Our Current SEND profile:

	Pupils identified with SEN																	
	Autumn term						Spring term						Summer term					
	Pupils on SEN Support	Pupils on roll	% SEN Support	Pupils with EHC Plans	Pupils on roll	% EHC Plans	Pupils on SEN Support	Pupils on roll	% SEN Support	Pupils with EHC Plans	Pupils on roll	% EHC Plans	Pupils on SEN Support	Pupils on roll	% SEN Support	Pupils with EHC Plans	Pupils on roll	% EHC Plans
2023-24	17	181	9.3%	5	181	2.7%	20	179	11.1%	6	179	3.4%	20	184	10.9%	6	184	3.2%
2024-25	21	189	11.1 %	7	189	3.7%	24	191	12.5%	7	191	3.6%	24	191	12.5%	7	191	3.6%
2025-26	18	194	9.3%	7	194	3.6%	28	194	14.4%	8	194	4.1%	30	195	15.4%	9	195	4.6%

National Averages: 11th June 2026:
EHC Plans – 6.0 %
SEN Support without EHC plans – 14.8%

The overall and figures for pupils on SEN Support and pupils with an EHCP are broadly in line with the National Average for Primary Schools and are increasing in line with the National Average.

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Governor Review of SEND data

Our numbers of pupils with SEND have stayed consistent throughout the past three years.

	Pupils identified with SEN								
	Autumn term			Spring term			Summer term		
	Pupils with SEN	Pupils on roll	% SEND	Pupils with SEN	Pupils on roll	% SEND	Pupils with SEN	Pupils on roll	% SEND
2020-21	21	178	11.8%	21	176	11.9%	24	174	13.6%
2021-22	23	175	13.1%	22	178	12.4%	20	177	11.3%
2022-23	15	172	8.7%	21	174	12.8%	23	179	12.8%