Special Educational Needs and Disability (SEND) Information Report

1. Our Ethos & Trust Vision

At **Hangleton**, we are committed to providing an inclusive, equitable, and nurturing environment where every child is valued, respected, and empowered to achieve their full potential. In alignment with the **SEND Code of Practice** and **CompassEko Trust** guidelines, we uphold the principle that **every teacher is a teacher of special educational needs**.

Our practice at Hangleton is firmly rooted in neuro-affirming principles, evidence-informed adaptive teaching, and a commitment to high aspirations for all pupils, ensuring reasonable adjustments are made proactively under the **Equality Act 2010**.

2. The Graduated Approach

In accordance with the **SEND Code of Practice (2015)**, Hangleton operates a four-stage cycle of action known as the **Graduated Approach: Assess, Plan, Do, Review**.

Graduated Stage	Actions in Practice & Code of Practice Alignment
1. Assess	Class teachers, supported by the SENCO, carry out a clear analysis of the pupil's needs drawing on teacher assessments, progress data, diagnostic tools, and holistic views from parents and the child.
2. Plan	Where SEND support is required, targets and Ordinarily Available Provision strategies are formally agreed with parents and the pupil, detailing the expected impact and review date.
3. Do	The class teacher remains centrally responsible for working with the child on a daily basis, implementing adaptive teaching and agreed interventions within routine classroom practice.
4. Review	The effectiveness of the support and its impact on the pupil's progress are evaluated regularly with families, revising support plans in response to the pupil's evolving needs.

3. Ordinarily Available Provision (OAP) in Practice

In line with Chapter 6 of the **SEND Code of Practice** and Local Authority guidance, the foundation of our provision at

Hangleton is **Ordinarily Available Provision (OAP)**—the high-quality adaptive teaching and reasonable adjustments available to *all* pupils within mainstream classrooms as part of our **universal offer.**

Area of Need	Ordinarily Available Universal Provision at Hangleton
Cognition & Learning	• Visual supports, dual-coding strategies, and graphic organisers integrated across subjects. • Pre-teaching core vocabulary and chunking multi-step instructions into clear stages. • Scaffolded learning resources, writing frames, and flexible, peer-supported grouping. • Assistive digital technology, including text-to-speech tools and dictation software.
Communication & Interaction	• Visual timetables, individual schedules, and clear transition markers. • Generous wait time and processing space provided during direct instruction and questioning. • Direct, explicit, and accessible language, avoiding confusing idioms or sarcasm. • Alternative communication supports (e.g., visual choice boards, communication cards).
Social, Emotional & Mental Health (SEMH)	• Predictable daily routines within calm, emotionally supportive learning environments. • Designated quiet zones and structured sensory or regulation breaks when required.

Area of Need	Ordinarily Available Universal Provision at Hangleton
	• Whole-class regulation strategies/ brain breaks • Trauma-informed, relational approaches to positive behaviour management.
Sensory & Physical	• Flexible seating accommodations (e.g., wobble cushions, kick bands). • Sensory-aware classroom design (managed lighting, controlled visual display density). • Ear defenders and quiet areas available during busy or unstructured activities. • Fine and gross motor adjustments integrated into daily classroom routines and PE lessons.

4. Targeted Interventions & Flexible Provision

Where a pupil requires support that is additional to or different from Ordinarily Available Provision (as described in Paragraph 6.15 of the SEND Code of Practice), targeted interventions may be introduced.

Interventions at Hangleton are dynamic and responsive measures. As a school, we endeavour to run targeted intervention groups and individual sessions based on ongoing assessment of pupil need, specialist recommendations, and available resources. They are tailored dynamically to support individual outcomes as part of our Graduated Approach.

Examples of targeted provisions that Hangleton endeavours to facilitate include:

- **Neuro-affirming Peer & Support Groups:** Small-group sessions designed to validate neurodivergent experiences, foster self-advocacy, and build authentic peer connections without expectations of masking.
- **ELSA (Emotional Literacy Support Assistant) Sessions:** Planned one-to-one or small-group emotional literacy interventions delivered by trained ELSA staff, addressing emotional awareness, friendship skills, bereavement, and anxiety. These are often delivered in half-termly blocks.
- **Lego Build:** Structured Lego therapy groups that facilitate turn-taking, shared problem-solving, joint attention, and social interaction in a clear, low-demand environment.
- **Self-Esteem & Regulation Workshops:** Targeted group work focusing on emotional regulation strategies, building self-worth, resilience, and personal agency.
- **Precision Teaching & Targeted Skills Boosters:** Short, frequent, highly targeted interventions designed to bridge specific gaps in foundational reading, spelling, or core arithmetic.

5. The Four Broad Areas of Need

In accordance with the statutory **SEND Code of Practice**, Hangleton provides tailored support across all four broad areas of need:

1. **Communication & Interaction:** Supporting pupils with Speech, Language, and Communication Needs (SLCN) and Autistic spectrum conditions through modified communication environments, visual structures, and social interaction support.
2. **Cognition & Learning:** Supporting pupils with Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD such as Dyslexia, Dyscalculia, or Dyspraxia) through multi-sensory teaching approaches, scaffolding, and adapted learning rates.
3. **Social, Emotional & Mental Health Needs:** Supporting pupils experiencing emotional difficulties, social anxiety, ADHD, or relational challenges through nurture principles, relational behaviour policies, and targeted emotional support.
4. **Sensory and/or Physical Needs:** Providing specialised accommodations and physical access strategies for children with visual, hearing, physical, or sensory processing differences.

6. Working in Partnership

First Port of Call & The Role of the SENCO

If you have any concerns regarding your child's progress, learning, or emotional well-being, your child's **class teacher should always be your first port of call**. As the practitioner who works with your child daily, the class teacher holds primary responsibility for assessing needs, delivering high-quality adaptive teaching, and implementing classroom adjustments. Where additional or specialized support is required, the class teacher works in close consultation with our **Special Educational Needs Coordinator (SENCO)**. The SENCO provides strategic oversight and operational management of SEND provision across Hangleton—coordinating targeted interventions, coordinating specialist assessments with external agencies, supporting staff professional development, and ensuring that outcomes within the Graduated Approach are regularly monitored and reviewed.

Parents & Carers

In line with the **Children and Families Act 2014** and the SEND Code of Practice, we treat parents and carers as equal partners in their child's education. We hold regular termly reviews, maintain open dialogue, and actively involve families in setting and reviewing outcomes.

Pupil Participation & Voice

We actively champion child-centred practice. Children at Hangleton are involved in discussions about their learning preferences, goal-setting, and identifying what support helps them feel confident and secure in school.

External Support & Trust Collaboration

Hangleton works alongside external specialist professionals and trust partners, including:

- Bright and Hove Inclusion Services (BHISS): Education Psychologists, SEMH specialist teachers, Autism and Language specialist teachers, Autism Family Support Workers
- NHS Speech and Language Therapy (SaLT) & Occupational Therapy (OT) Services
- Child and Adolescent Mental Health Services (CAMHS) & Schools Mental Health Services (SMHS)
- Hill Park Outreach Services
- Specialist Dyslexia Teacher
- Seaside View Child Development Centre

- School Nurse
- Front Door for Families
- Inter-school SENCO networks across **CompassEko Trust** for peer moderation, professional development, and shared specialist expertise.

7. Transition Arrangements

Transitions between key stages, year groups, or to secondary settings are carefully managed in accordance with the **SEND Code of Practice**. Transition plans include enhanced visit opportunities, visual social stories, and direct SENCO-to-SENCO information sharing.

8. Key Contacts & Statutory Local Offer

- **Hangleton SENCO:** Sophie Betts, sophie.betts@ekotrust.org.uk
- **Hangleton Assistant Head and Inclusion Lead:** Lizzie Hawkins, elizabeth.hawkins@ekotrust.org.uk
- **Hangleton Inclusion Lead and DSL:** Jennifer Westwood
- **CompassEko Trust SEND South Hub Lead:** Eleanor Ashby

To view our Local Authority's statutory Local Offer detailing services available across the authority, please visit https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities