



Astrea Academy Trust
INSPIRING BEYOND MEASURE

SEN

Information Report

2026 – 2027

Academic year	2026-27
Published	September 2026
Written by	SENCO
Next review	September 2027

Principal	Mrs Katy Richards
Vice Principal	Mrs Abbie Pearce-Dyke
Assistant Principal- Inclusion/SENCO	Emma Genders senco@astreahatfield.org 0114 2456871
Safeguarding Lead	Mrs Jill Gibson

Other contacts within Astrea Academy Trust:

Kate Wright, Inclusion Lead

Kate.wright@astreaacademytrust.org

Naomi Reed, Specialist Leader of Behaviour and SEND

naomi.reed@astreaacademytrust.org

Local information and independent advice for families:

- [Sheffield's Local Offer](#)

Sheffield SENDIAS provides free, impartial and confidential information, advice and support to children and young people aged 0–25 with SEND and their parents and carers.

Telephone: 0114 273 6009

Email: ssendias@sheffield.gov.uk

Website: [Sheffield SENDIAS](#)

ABOUT HATFIELD'S SEND PROVISION

SEND Provision at Hatfield

Hatfield Academy is committed to inclusive, high-quality education. We identify and remove barriers to learning so that pupils with SEND can participate fully, make progress and feel valued.

Hatfield Academy is part of the Astrea Academy Trust. We are a mainstream primary school, and we admit pupils from age 4 to 11.

This SEN Information Report outlines how we identify, support, and make provision for pupils with SEN, in line with the **SEND Code of Practice (2015)**.

Our Inclusion Lead and Special Educational Needs Coordinator (SENCO) is Mrs Emma Genders. She can be contacted through the academy office on 0114 245 6871 or at senco@astreahatfield.org. The SENCO coordinates provision and additional support for pupils with SEND.

What are Special Educational Needs (SEN)?

Children learn and develop in different ways. A pupil has special educational needs when they have a learning difficulty or disability that requires special educational provision which is additional to or different from that normally available to pupils of the same age. A pupil may have SEN whether or not they are working below age-related expectations. Equally, slower progress or low attainment does not automatically mean that a pupil has SEN.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

(SEND Code of Practice 2015)

Hatfield Academy is a mainstream primary academy that supports pupils across the four broad areas of need identified in the SEND Code of Practice. These are:

Communication and interaction

This may include:

- speech, language and communication needs (SLCN);
- developmental language disorder (DLD);
- autism/autistic spectrum condition;
- social communication differences;
- difficulties understanding or using spoken language.

Cognition and learning

This may include:

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD);
- specific learning difficulties (SpLD), including dyslexia, dyscalculia and developmental coordination disorder/dyspraxia;
- difficulties with memory, processing, organisation or acquiring literacy and numeracy skills.

Social, emotional and mental health

This may include:

- anxiety;
- emotionally based school avoidance;
- attention deficit hyperactivity disorder (ADHD);
- attachment-related needs;
- difficulties with emotional regulation, relationships or social interaction;
- mental health needs that create barriers to learning or participation.

Sensory and/or physical needs

This may include:

- hearing impairment;
- visual impairment;
- multisensory impairment;
- physical disability;
- sensory-processing differences;
- medical or physical conditions that affect access to education.

Pupils' needs do not always fit neatly within one area, and some pupils have needs across more than one area. A diagnosis does not automatically mean that a pupil has SEN. Equally, pupils do not need a medical diagnosis to receive SEN support. The academy considers each pupil's individual strengths, needs and barriers when planning provision.

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

We want every member of our school community to feel valued, respected, and treated with fairness. All children are warmly welcomed by both the school and the local governing committee (LGC), and we are committed to making sure that everyone is given the same opportunities to succeed. We take every step to ensure that all children are treated equitably and with kindness, every day and in every situation.

IDENTIFYING AND ASSESSING SEND

Policies for identifying children and young people with SEND and assessing their needs:

The following policies can be found on the website:

- Anti-bullying
- Inclusion
- Behaviour
- Attendance
- Safeguarding

We build a rounded picture of a pupil's strengths and needs using:

- information from parents and carers;
- the pupil's views;
- information from previous settings and transition records;
- teachers' ongoing assessment and observation;
- progress, attainment and attendance information;
- responses to high-quality teaching, reasonable adjustments and targeted support;
- screening or assessment where appropriate;
- advice from health, education or other specialist professionals;
- the Sheffield Support Grid, where appropriate, to support professional decision-making.

A medical diagnosis does not automatically mean that a pupil has SEN, and access to SEN support does not depend on obtaining a diagnosis. The SENCO works with teachers, pupils and families to determine whether special educational provision is required.

Referrals to Ryegate and CAMHS can be requested via the child's GP or through the Primary Mental Health Worker (MAST)

Referrals to outside agencies such as ASCETS (Autism and Social communication Education Team) can be completed by the SENCO

Procedures for identifying pupils with SEND and for monitoring their progress will be shared with parents and pupils.

What should I do if I think my child has special needs or a disability?

If you think your child may have SEND, please speak first to the class teacher. The SENCO can join the discussion where helpful. Staff will consider the pupil's progress, strengths, needs and any barriers to learning, and may put additional support in place. Working below age-related expectations does not, by itself, mean that a pupil has SEND or will be placed on the SEND register. A pupil is recorded as having SEN only when the evidence shows a learning difficulty or disability that requires special educational provision that is additional to or different from that normally available. Parents and carers will be involved in this decision and in reviewing the support provided.

What is an Early Help Assessment?

An Early Help Assessment (EHA) begins with a gathering of information, which once established, will help the school to organise a Team Around the Family Meeting (TAF). This meeting will consider the best way in which your child can be supported. For most children, actions taken using this graduated approach often mean that they begin to make adequate or expected levels of progress. If this is the case, the school may decide that your child no longer needs additional support because they are making the appropriate progress.

SUPPORT, PROVISION AND REVIEW

How is extra support allocated to children with additional needs?

For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning. These changes accelerate learning and help children to access their age-related curriculum. This is called 'adapting the curriculum'. Your child's class teacher will be doing this daily to ensure that all the children in the class can make the most of the learning experiences presented. For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children.

If a child requires this type of support the school will monitor them according to the SEND Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs, and their progress will be closely monitored and evaluated.

The school will provide some suggestions as to how you can best support your child's learning at home. It is important to give lots of praise and encouragement and to try and make the learning fun.

You will be kept informed of their progress through regular meetings. At the meeting the school will share with you how they plan to personalise learning for your child.

What interventions does the school deliver, and how could they support my child's progress?

Some children may require access to group interventions for short periods of time. These are overseen by the class teacher and progress is carefully monitored.

The SENCO and Principal are responsible for the allocation of group interventions. This information is detailed in the School's Provision Plan. The Provision Plan shows the various levels of support for children with additional needs throughout the school. Some children may also require some 1:1 intervention on occasion to help with more specific areas.

What is an Education, Health and Care needs assessment?

Where, despite relevant and purposeful action by the academy, a pupil has not made the expected progress, the academy or the pupil's parents or carers may ask the local authority to consider an Education, Health and Care needs assessment. A young person can also make a request in their own right.

The SENCO will explain the process and help families understand the evidence required. The local authority decides whether an assessment is necessary. If an assessment takes place, the local authority will consider evidence from the pupil, family, academy and relevant professionals before deciding whether to issue an Education, Health and Care Plan. The academy will continue to support the pupil throughout the process.

[SEND Code of Practice January 2015.pdf](#)

Sheffield SENDIAS provides free, impartial and confidential information, advice and support. Telephone: 0114 273 6009; email: ssendias@sheffield.gov.uk; website: [Sheffield SENDIAS](#).

How will my child's learning needs be assessed and their progress monitored?

Teachers assess learning routinely and use the Assess, Plan, Do, Review cycle to identify needs, agree outcomes, provide support and evaluate its impact. Progress is reviewed with pupils and parents or carers at least termly, and provision is adapted where necessary.

Arrangements for assessing and reviewing progress towards outcomes, including the opportunities available to work with parents and children as part of the Assess, Plan, Do, Review cycle.

- SEND reviews are held each term to update support plans. Provision is reviewed and adapted as part of a graduated response.
- Parents are an integral part of the SEND support plan review.
- Pupil voice is gathered prior to the SEND review.
- Individual provision is reviewed and adapted as necessary.
- Class based interventions are set using pre and post data.
- Individual based interventions are set using pre and post data and / or specialist assessment.
- The Inclusion Team meets on a weekly basis, and individual children are prioritised and provision is discussed and adapted as necessary.
- Data is tracked carefully over the year, and progress meetings are held termly, individual children are discussed and their progress evaluated.
- Annual Reviews are held for children with Education, Health and Care Plans (EHCP)
- Parent evenings are held in the autumn and summer term

How we evaluate the impact of our SEND provision

At Hatfield Academy, we regularly evaluate the effectiveness of our SEND provision to ensure that pupils with special educational needs and disabilities achieve well, attend regularly, feel safe, and are fully included in all aspects of school life. We carefully monitor academic progress, attendance, behaviour, engagement, wellbeing, and participation in the wider life of the school. This enables us to identify any barriers to learning and make timely adjustments to provision. We gather evidence from assessment information, pupil voice, parent feedback, learning walks, provision reviews, and advice from specialist professionals. Outcomes from these evaluations help us refine our SEND offer and ensure that support remains effective and responsive to the changing needs of our pupils.

Attendance, Behaviour and Wellbeing

The school carefully monitors attendance, behaviour, and wellbeing for all pupils, including those with SEND. Where concerns arise, staff work collaboratively with families and external agencies to identify barriers and provide appropriate support. We aim to ensure that pupils with SEND develop positive attitudes to learning, attend school regularly, and experience success both academically and socially.

Inclusion, Belonging and Participation

We are committed to ensuring that pupils with SEND are fully included within the life of the school. Pupils with SEND are supported to participate in educational visits, extracurricular clubs, leadership opportunities, performances, sporting events, and wider enrichment activities alongside their peers. We place a strong emphasis on promoting positive relationships, emotional wellbeing, confidence, independence, and a sense of belonging for all pupils.

ACCESSIBILITY AND INCLUSION

How is Hatfield Academy accessible to children with SEND?

Our Accessibility Plan sets out how, over time, we will:

- increase disabled pupils' participation in the curriculum;
- improve the physical environment so disabled pupils can access the academy's facilities and services;
- improve the availability of information in accessible formats.

[The current accessibility plan is available on the school website.](#)

There are a wide range of ways in which the school makes adjustments for children and adults with additional needs or impairments e.g.

- Visual cues are clearly displayed in classroom and communal areas to facilitate easier access for our children who require a communication friendly environment. Visual timetables are clearly displayed in all classrooms.
- The school will always endeavour to make reasonable adjustments to internal and external teaching and learning environments to best accommodate the additional needs of children.

School-based provision may include, subject to current staffing arrangements:

- Lead for inclusion and SENCO
- Safeguarding Lead
- Learning Mentors
- SEN Learning Support Assistants
- Licensed Thrive Practitioners

Our Equality Policy and Objectives can be found on our website. Examples of our procedure at Hatfield include:

- Implementing strategies and reasonable adjustments before the child starts.
- Promoting equality through our school ethos and through the teaching of PSHE and British Values.
- Making arrangements for children with medical conditions following the statutory guidance: **“Supporting pupils with medical conditions at school”**.

Hatfield is a split site with Early Years and Year 1 in a separate building and Year 2 and Key Stage 2 in the main building. There is access to both buildings via ramps.

- There is a disabled changing room in the Key Stage 1 building.
- Wheelchair access into both buildings
- An accessibility plan is published on our website.

Admission arrangements for disabled pupils

Hatfield Academy follows the published admission arrangements that apply to all applicants. A child will not be refused admission or treated less favourably because they are disabled or have SEND. Where the academy is named in an Education, Health and Care Plan, admission is considered through the statutory consultation process. Before admission, staff work with the family, previous setting, local authority and relevant professionals to identify reasonable adjustments, accessibility requirements and support needed for a safe and successful start. The academy will take reasonable steps to avoid substantial disadvantage, in line with the Equality Act 2010 and its Accessibility Plan.

Specialist equipment and facilities

The need for specialist equipment or facilities is identified through the graduated Assess, Plan, Do, Review process. The class teacher and SENCO consider evidence from the pupil and family, school assessment and, where appropriate, advice from professionals such as occupational therapists, physiotherapists, sensory-support services, speech and language therapists or educational psychologists. The SENCO coordinates advice, trials and specifications. The academy commissions and funds reasonable low-cost resources from its delegated SEND and school budgets. Where equipment is specialist, high-cost or linked to an Education, Health and Care Plan, the academy works with the local authority, health service or other responsible commissioner to agree assessment, funding, purchase or loan, installation, staff training, maintenance and review. Equipment is reviewed as the pupil's needs change.

Our approach to teaching children with SEND

At Hatfield, we are committed to inclusive practice. Every member of staff, regardless of their role, has a responsibility to promote equality of opportunity and to foster positive attitudes towards all pupils.

Our teaching and learning approaches are designed to meet the diverse needs and learning styles of all children through high-quality inclusive teaching. Where additional support is needed, we use targeted interventions that are carefully planned to match each child's specific area of need.

We also select resources that are both motivating and sensitive to the needs of children with additional needs, helping to ensure that every pupil is supported to take the next steps in their learning.

Enhanced support

- Small flexible group teaching that targets specific levels of progress
- Pre-teaching of concepts / knowledge
- 1:1 programmes
- Targeted interventions
- Visual support
- Hands-on experiences
- Use of scaffolds / resources to support understanding within lessons
- Appropriate choices of texts and topics to suit the learner.
- Access arrangements for tests and/or assessments
- Catch-up sessions to ensure that gaps are identified quickly.
- Access and support from the Inclusion team
- Use of specific resources
- Teachers follow strategies and advice given by outside agencies such as the Hearing Support Team, Vision Support Service, Educational Psychology Service and ASCETS
- Use of technology such as talking tins
- Radio aids for children where appropriate (links with Hearing Support team)
- Symbols (Widgit) are used through school where needed. Classes use visual resources such as visual timetables.
- Training is arranged from specialist teams to support learners with medical needs such as diabetes, epilepsy and allergies.
- Care Plans for children with long-term medical needs.

SOCIAL, EMOTIONAL AND MENTAL HEALTH

Supporting the development of good social, emotional and mental health for children with SEND

We recognise that pupils with SEND may be particularly vulnerable to bullying, prejudice-based incidents, social isolation or difficulties communicating concerns. Staff teach respectful behaviour, monitor relationships and respond promptly to concerns. Reasonable adjustments are made so that pupils can report worries in a way that is accessible to them.

The Inclusion Team meets regularly to prioritise the SEMH needs for all children across school including those children with SEND.

Recent whole school and targeted training have included information such as:

- Zones of Regulation
- Trauma-informed approaches
- Positive Regard training
- Sheffield Support Grid

Arrangements for SEMH support and intervention

- Assessments such as Motional are used to support pre and post interventions. These are also used to highlight areas of need.
- Additional assessments available include the use of Thrive.

Examples of provision may include, according to assessed need and current staffing arrangements:

- Breakfast club
- Sensory rooms and regulation rooms (KS1 building and KS2 building)
- Lego therapy
- Widgeit
- Transition programmes (Y6 – Y7)
- Sensory circuits
- Flexibility re support at lunchtimes
- Sensory breaks
- Drawing and Talking Intervention
- Thrive
- Circle of Friends
- Individual plans for lunchtime for those children that need additional support
- Lunchtime clubs to encourage social interaction and emotional regulation.
- Play Leaders

External support may include, subject to current commissioning and referral criteria:

The services available to an individual pupil depend on current commissioning arrangements, referral criteria, professional assessment and the pupil's needs. Families are involved before a referral is made.

- Educational Psychologist
- Family Intervention Service
- Inclusion and Attendance
- Speech and Language (NHS)
- Speech and Language (LINGO)
- The Safeguarding Lead provides strong links between parents/carers and work closely with the Inclusion Team.
- A member of the safeguarding/inclusion team attends Team Around the Child/Family meetings arranged by FIS (Family Intervention Service)
- Themed weeks promoting issues such as Child Mental Health Awareness (following guidance from Place2Be).
- Wellbeing Ambassadors. This is a role that children from across school are able to volunteer and apply for. The children receive training to help to promote healthy mind and body strategies throughout the school.
- Our PSHE curriculum is planned and delivered with consideration to the areas of need highlighted from within the school community.

Across school, staff have training in the following interventions

- Attention Autism
- Use of Visuals
- Individual programmes (using advice from Speech and Language Therapist)
- Cued Articulation
- Autism Training
- Read Write Inc
- Fresh Start
- Paired Reading
- Alphabet Arc
- Thrive
- Trauma informed interventions
- Lego Therapy
- Theraplay
- Team Teach training is on a rolling programme for key staff.
- Training for medical needs within school is updated annually or as needed.
- Paediatric First Aiders are trained across school
- Young carers
- EBSA

WORKING WITH PUPILS AND FAMILIES

Working in Partnership with Families

Hatfield is committed to building strong working relationships with parents/carers. We do this in a variety of ways including:

- Newsletters
- Parent App
- Coffee mornings
- Parent/Carer workshops
- Parent evenings
- Celebration assemblies
- Termly SEND Support Plan reviews
- Annual reviews for children with EHC plans
- Using interpreters for meetings on request
- Carers of looked-after children have regular reviews and target meetings led by the Looked After Children Co-ordinator. The progress of these children is monitored carefully.

Parents and carers are encouraged to contribute to decision-making, target setting, and the review of SEND support arrangements. Feedback from families is used to inform school improvement and the development of SEND provision across the academy.

We aim to resolve concerns about SEND provision promptly. Parents and carers should first speak to the class teacher and/or SENCO. If the concern remains unresolved, it may be raised with the Principal. A formal complaint can then be made under the Astrea Academy Trust Complaints Policy. The policy explains the formal stages, review or panel arrangements, timescales and how to escalate a complaint if the complainant remains dissatisfied.

[Current policy: Astrea Complaints Policy 2026-2029](#)

Arrangements for consulting children and young people with SEND

- SEND Support Plan reviews.
- EHCP Annual reviews.
- Senior Leadership Learning walks
- Curriculum Lead Learning Walks
- Questionnaires
- Wishes and Feelings
- Talking Mats / visual support
- Inclusion Team 1:1

SPECIALIST SERVICES AND TRANSITION

Who are the other people providing services to children with SEN in this school?

Classroom adaptations are often sufficient to mean that your child no longer has barriers to their learning, and they start to make progress. However, for some children this may not be enough, and the expertise of other external agencies will be sought to provide specialist support. This may include:

Services that may be provided or commissioned through the Local Authority and delivered in school, depending on local arrangements and individual need:

- Autism Social Communication Education and Training Service (ASCETS)
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

Funding, referral and delivery arrangements for these services may vary. Support may be funded by the school, the Local Authority or jointly, and may be delivered in school or another appropriate setting.

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Physiotherapy
- speech and Language Therapy Service (SALT)

How will we support your child when they are leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that every transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- If your child would be helped by a book/social story to support them to understand moving on, then it will be made for them.

In Year 6:

- The SENCO will meet with the relevant receiving secondary teachers to discuss the specific needs of your child; records will be transferred prior to your child starting.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Wherever possible your child will make additional visits to their new school to help familiarise them with the setting and the staff.

What is the Local Offer?

Each local authority must publish a Local Offer explaining provision for children and young people with SEND from birth to age 25 across education, health, social care and the voluntary sector. [Sheffield's Local Offer](#) explains the services available locally and how to access them.

Sheffield SENDIAS provides free, impartial and confidential information, advice and support. Telephone: 0114 273 6009; email: ssendias@sheffield.gov.uk; website: [Sheffield SENDIAS](#).

LEADERSHIP, GOVERNANCE AND REVIEW

School Governor involvement

- The SENCO provides information for LGC when requested. Reports describe the progress of pupils with SEND without identifying individuals, so confidentiality is maintained.
- The school leadership team has access to the Inclusion Team at the Astrea Central Team.
- Astrea Academy Trust provides regular audits and reviews to ensure that systems and processes are in place and compliant.

Staff Expertise and Professional Development

Staff receive ongoing professional development to ensure that they have the knowledge and skills required to support pupils with a wide range of needs. Training is informed by the needs of current pupils, developments in national guidance, and recommendations from specialist services. The impact of training is reviewed through classroom practice, pupil outcomes, and staff feedback.

This report has been prepared in accordance with section 69 of the Children and Families Act 2014, Schedule 1 of the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years. It is reviewed annually and updated during the year when information changes.