



Sir Christopher  
Hatton Academy  
SEND Information  
Report  
2025 – 2026



## Contents

<i>How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs? .....</i>	3
<i>How will school staff support my child? .....</i>	4
<i>How will the curriculum be matched to my child's needs? .....</i>	4
<i>What support will there be for my child's overall wellbeing? .....</i>	5
<i>What specialist services and expertise are available at or accessed by the school?....</i>	5
<i>What training do the staff supporting children and young people with SEND receive? 6</i>	
<i>How will my child be included in activities outside the classroom including school trips?.....</i>	7
<i>How accessible is the school?.....</i>	7
<i>How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education? .....</i>	7
<i>How are the school's resources allocated and matched to a child's or young person's special needs? .....</i>	8
<i>How is the decision made about what type and how much support my child receives? .....</i>	8
<i>What do I do if I have a complaint about SEN provision for my child? .....</i>	9
<i>Children who are looked after by the local authority.....</i>	9
<i>Who can I contact for further information? .....</i>	9



Sir Christopher Hatton Academy is a secondary school for young people aged 11-18 years, with 1443 young people currently on roll. Students on the SEND register will have special needs that broadly cross the following four areas of SEND as stated in the SEND Code of Practice 2014: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical needs.

### *How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?*

Early identification of needs is a key strand of the North Northamptonshire SEND and Inclusion strategy and we are committed to ensuring that we play our part to actively identify students with SEND attending the academy and ensuring that the right support is in place for them.

To achieve this, the SEND team liaise with the SENDCos of all of the Primary feeder schools, and will be alerted to students with an identified SEND before they join the Academy through a rigorous transition programme.

In addition to this, the SEND team access student folders, so further relevant information and reports from the Primary settings can be utilised and then disseminated to SCHA teaching and support staff, as required. This process is the same when students join us part-way through their secondary school career (e.g., in-year transfers).

Year 6 SEND students, as identified by their Primary school, will have the opportunity to attend an additional transition session, where they meet the SEND Team, and can explore the Academy site. Parents and carers of SEND students will have access to the SEND team's contact details so they can make contact to discuss transition and any concerns around it. The SEND team will also offer additional school tours, throughout the school year, if necessary.

In addition to this, SCHA also identifies young people with SEND through analysis of progress and attainment data, pupil progress meetings and specific assessments. Information is also gathered from teaching and support staff and evaluated by the SEND team at least annually. Following on from this, in-depth information on a child is gathered through classroom observations, meetings with parents and relevant assessments. Referrals are then made to outside agencies, such as Educational Psychologist and Community Paediatrician, who will then be involved in assessing a child's Special Educational Need. We also work with advisory services such as Maplefields Outreach Service (SEMH) and Better Together Learning Trust (Cognition and Learning) to support with providing advice around in-school support.

Once a pupil has been identified, and during the process of identification, relevant interventions may be put into place to ensure the child can access their learning and receive the appropriate support. We employ a cycle of assess, plan, do, review as per the graduated approach stated in the SEND Code of Practice.

If you think your child has special needs and this has not already been identified by their primary school, an appointment can be made to see the SENDCo and your child's needs can then be discussed and an appropriate plan of action will be made. You can contact our SENDCo at: [duna@hattonacademy.org.uk](mailto:duna@hattonacademy.org.uk)



## *How will school staff support my child?*

All teachers are teachers of SEND. As an academy we acknowledge that quality first teaching is the first wave of support for all students. Teachers receive regular training and updates regarding SEND and targeted support for individual students. This information is communicated and recorded through digital pupil passports which identify individual barriers to learning and personalised support strategies.

The SENDCo is responsible for co-ordinating provision for SEND, which is done in close liaison with the Senior Leadership Team. A team of specialists work alongside the SENDCo to ensure students are supported both inside and outside of the classroom. In addition to teaching staff who support SEND, it is delivered by the:

- Assistant SENCO
- 1 HLTA (Higher Level Teaching Assistant)
- 5 TAs (Teaching Assistants)
- An ELSA (Emotional Literacy Support Assistant)
- 2 welfare officers
- Wider Pastoral team

In addition to this, there is a HLTA providing specific support in the Maths department.

The SENDCo will involve parents and carers in any additional plans for the student. Academy staff will measure the impact of the support given to the student and the progress the student is making.

The SENDCo will also coordinate 'Team around the Child' meetings, if appropriate: this involves all staff teaching, or support staff, focussing on a particular student to share good practice and updates. This ensures that all staff have the key knowledge and strategies they need to successfully support a child. In some cases, an Educational Psychologist will be invited to lead on these.

## *How will the curriculum be matched to my child's needs?*

The school recognises that young people are at different levels in their learning and learn in different ways. Where young people are struggling to achieve in an age expected way and/or identified as having special educational needs, the academy provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- Teachers adapt tasks as part of quality first teaching
- Small group intervention time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Personalised curriculum where appropriate
- Additional resources
- Nurture / support groups during social times (before school, break time and lunch time).
- Speech therapy sessions (where referrals have been made)
- Variety of counselling / self-esteem programmes of intervention (Service 6/MHST)
- Use of technology: laptops and reading pens



- Occupational therapy / physiotherapy interventions (where referrals have been made)
- Pastoral support for children with SEMH
- Use of sensory equipment; linked to individual sensory profiles
- A variety of interventions to support with literacy (reading and comprehension)

We understand that children learn at their own pace so we closely monitor progress, using teacher feedback, class data, Star Reader programme, GL assessment data and data obtained from any interventions.

### *What support will there be for my child's overall wellbeing?*

The school will keep in close contact with you about your child's overall wellbeing. To support the development of positive behaviours and friendship groups, we have breakfast, break and lunchtime clubs to support all children in building friendships.

Pastoral needs are discussed in weekly welfare meetings and impact of interventions is reviewed accordingly.

We offer a range of interventions which currently include (but are regularly reviewed and changed based on need and capacity):EN

- Service Six counselling
- Weekly 1:1 Key worker sessions
- Strong Starts Y7 Intervention
- Lego Therapy
- Verbal Confidence and Mindfulness in Y8
- Pre-teach English at KS3
- IDL Numeracy and Literacy at KS3
- Entry Level Maths and English at KS4

### *What specialist services and expertise are available at or accessed by the school?*

The North Northamptonshire SEND and Inclusion strategy has a key strand focussed on partnership working. We are committed to working with a range of agencies and keep ourselves upskilled on the services available to support SEN students so that we can make best use of the available services and also signpost them to parents where relevant.

We commission the services of:

- Educational Psychologist
- NHS Speech and Language therapist
- Occupational Therapist
- Physiotherapist
- ASD/ADHD team – ADHD specialist nurse
- SEND specialist support (SSS)
- Community Paediatrician
- Child & Adolescent Mental Health Service (CAMHS)
- Early Help and prevention practitioners



- SEN Specialist Services
- Teacher of the Deaf
- Teacher of the Visually Impaired
- Mental Health Support Team (MHST)
- Maplefields Outreach (SEMH Support and Advice)
- Better Together Learning Trust Outreach (Cognition and Learning Support and Advice)

Academies can also look at what is available on the Local offer in this area and make a referral if relevant: [North Northamptonshire Local Offer \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

### *What training do the staff supporting children and young people with SEND receive?*

An important strand of the North Northamptonshire SEND and Inclusion strategy is to ensure that the local area has a skilled workforce in relation to SEND. As such, we are committed to ensuring that our staff receive CPD related to the needs of the children that we teach and support so that we can best meet their needs.

In accordance with Section 6 of the SEN Code of Practice, our Special Educational Need and Disabilities Coordinator is a qualified teacher, working in our Academy and is enrolled on a programme awarding statutory accreditation.

All staff are trained in how to best support all vulnerable learners in order to maximise their achievement as part of the academy development plan and we annually schedule continuous professional development to support with this.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the academy from the open market. Service level agreements and quality assurance criteria are put in place at the point of commissioning and senior leaders are responsible for reporting to Directors on the efficacy of these arrangements (including value for money).

Every week, staff are involved in briefings that focus on key areas of teaching and learning, incorporating current research and lead by specialists within the Academy. Teaching staff also complete modules on StepLab as part of their Professional Growth Time where they then implement and reflect on improving their practice for the students. This includes a focus on adaptive teaching; and staff are provided with details of how best to adapt their lessons for each SEN student based on a range of evidence such as external reports, student voice, and parent/carer input.

The SENDCo attends relevant Local Network Inclusion Meetings and Annual Inclusion Conferences to keep up to date with any legislative changes in SEND.

Staff meetings are regularly delivered by the SENDCo throughout the academic year, to ensure that all staff have a breadth of knowledge about SEND.

School staff have previously been trained in Attachment Awareness Practice. They have also had a Mental Health masterclass from external experts such as Natasha Devon (MBE).



Key staff members are trained in Team Teach and restraint. All staff have regular De-escalation training. This academic year all staff will receive specialist training on supporting students who have a diagnosis of ADHD or who are on the referral pathway.

Relevant staff have received training from teacher of the deaf, teacher of VI, occupational therapist and physiotherapist. This is reviewed bi- annually and updates are scheduled in.

### *How will my child be included in activities outside the classroom including school trips?*

Where possible, provision will be made for all pupils to access all areas of the curriculum including extra-curricular activities. Trip planners will contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation.

No child is ever excluded from a school trip/residential: the trips are fully inclusive through our risk assessment process.

### *How accessible is the school?*

We consult with specialist professionals and parents to ensure that we are able to provide the equipment and facilities to support all children. There is wheelchair access to most areas of the school, including the outside environment, and a student in a wheelchair would have full accessibility to all areas of the curriculum.

### *How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?*

Another key strand of the North Northamptonshire SEND and Inclusion strategy is Transitions and Preparation for Adulthood and again we are committed to ensuring that we play our part to ensure that students feel supported to transition to our setting and to be prepared for post-16 and post-19 pathways.

When students are planning on joining us in Y7, the Academy hosts open nights, where the Principals of the Academy discuss Hatton Life and our SENDCo is on hand to support with any specific queries around SEND support and the transition process. Parents and young people can also book on to a school tour, during the school day, to observe and experience different lessons across the curriculum.

The child and parents/carers will be invited to look around the school and meet the SEND team. We will contact any Primary settings that your child has attended, to gather information about their needs. We will contact any specialist services that support your child to ensure that we are working in partnership to achieve the best outcomes for your child.

SEND students will have the opportunity to attend an additional transition session and school tours should they wish. Our SEND department ensures that information from the primary school, the child, and their parents is used to create a pupil passport that is shared with all staff at the academy ahead of the child starting with us to ensure that staff are aware of the child's needs and how to adapt their practice to meet the needs of each child.

Inclusive practice is central to our Teaching and Learning approach. Interventions will also



be planned to meet any needs identified that cannot be met through quality first teaching in the classroom. Due to our adaptive approach the specific interventions vary from year to year based on the needs of our cohort. Interventions include literacy and numeracy support but also social skills, study skills and therapeutic support.

Students with SEND are prioritised in line with the Gatsby Benchmarks, with early identification and personalised one-to-one guidance in Years 10 and 11. They receive priority access to employer workshops, careers events, options assemblies and supported work experience (virtual and face-to-face), with TA support where required. Structured college application support, taster days, specialist SEND careers fairs, and parental engagement ensure informed, confident and aspirational post-16 and post-19 progression.

### *How are the school's resources allocated and matched to a child's or young person's special needs?*

The school's SEND budget is allocated to meet the needs of the children on the SEN Register.

The progress and attainment of all children is tracked and resources are allocated according to need.

The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.

We also use the school budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our academy will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the academy will apply to the Local Authority for locality funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the academy from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our academy will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

### *How is the decision made about what type and how much support my child receives?*

Following guidance from the SEND Code of Practice, Hatton adopts early identification following a graduated response.

Children are identified through the information from the primary setting or teacher referrals to the SEND team. Appropriate actions are identified from these referrals.

Progress is monitored through pupil progress meetings, IEPS and intervention targets. Children are assessed in a variety of ways:



1. Star Reader tests
2. GL tests
3. Switch On reading intervention
4. Teacher assessments

### *What do I do if I have a complaint about SEN provision for my child?*

In the first instance we encourage you to contact the SENDCo to discuss the current provision. If there are still concerns, then please contact the Vice Principal: Inclusion, Luke Shackleton. In the unlikely event that your concern is not resolved, then please follow the Trust's complaint policy.

### *Children who are looked after by the local authority*

The arrangements outlined above apply to children who are looked after by the local authority where the child has special educational needs.

### *Who can I contact for further information?*

If you require more information about our school, please go to our website: <http://www.hattonacademy.org.uk>

If you would like to contact the SENDCo please email: [duna@hattonacademy.org.uk](mailto:duna@hattonacademy.org.uk) or call 01933 231236.

Alternatively, you can contact the assistant SENDCo please email: [murphym@hattonacademy.org.uk](mailto:murphym@hattonacademy.org.uk) or call 01933 231227.

The Local Offer can be found at

[North Northamptonshire Local Offer \(northnorthants.gov.uk\)](http://northnorthants.gov.uk)

The North Northamptonshire Council SEND and Inclusion Strategy can be accessed here:

[Appx A - SEND and Inclusion Strategy.pdf](#)