

Hope Hamilton C of E Primary School

Love each other as I have loved you

John 15:12



SEND Information Report 2025-2026

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Welcome to Hope Hamilton's SEND information report, which is part of the Leicester Local Offer for learners with special educational needs and disabilities (SEND). [Family Information | SEND Local Offer \(leicester.gov.uk\)](https://leicester.gov.uk/family-information/send-local-offer/)

This document outlines how our school will implement our SEND policy and provides information on how our school can support children with SEND. The School's SEND policy is available on the website (www.hopehamilton.leicester.sch.uk), detailing our philosophy in relation to SEND.

1. Ethos, Values & Vision

Hope Hamilton is a Church of England school. It is inclusive and mainstream. We try to work with all children and their families to include them in the school where ever possible. We aim to address Children's needs and support their development in the most appropriate ways possible and celebrate effort as well as progress and achievement in all areas. Aiming to enable all children to enjoy their learning and time in primary school.

2. Who is the SEND co-ordinator?

The SENDco is **Jennifer Moore**.

She is contactable by: E-mail: jmoore@hop.learnat.uk

Or Telephone: **0116 2766121**.

3. Who is the SEND Link Governor?

The SEND link Governor is Richard Pickering. Governors are contactable through the School office on **0116 2766121** or via email: rpickering@gov.learnat.uk

4. What kinds of special educational needs does the school cater for?

Provisions can be made in school for children with a range of needs, including:

- **Communication & Interaction** - such as autistic spectrum condition (ASD) or speech & language difficulties (SpLD).
- **Cognition & Learning** - such as moderate learning difficulties and specific learning difficulties e.g. dyslexia.
- **Social, Emotional and Mental Health** - such as Attention deficit hyperactivity disorder (ADHD), attachment disorders, and emotional and mental health difficulties.
- **Sensory & Physical** - such as hearing or vision impairment, physical disability or sensory processing difficulties.

We endeavour, with reasonable adjustment and ensuring all children are safe, to respond to and cater for the needs of the children in the school as they arise.

To do this we work alongside external agencies to try and provide the correct support for children with SEND.

5. What should I do if I think my child may have SEND?

If you are concerned about your child or think they may have SEND;

1. Speak to the class teacher and share your concerns.

Teachers are available at the start and end of the day, to arrange a meeting. Or you can contact them via e-mail: office@hop.learnat.uk putting the teachers name in the title.

They will be able to offer advice and strategies for how to support your child and discuss what strategies and supports are provided in class.

2. Make an appointment to talk to the SENDCo - see section 2 on how to contact
3. If you have medical or other concerns e.g. developmental about your child, make an appointment to see your GP. If you think the outcome will affect their learning and development, please make sure the school is aware so staff are aware and can help support their needs.

6. What does Hope Hamilton do if they think my child has SEND?

Children with SEND are identified through an on-going monitoring process. To do this the school operates an assess, plan, do, review approach.

1. **Assess** - Children are assessed by their teachers in all subject areas through a variety of means. E.g. everyday classroom practice, tests, talking to children and parents, reviewing work and general behaviours.
2. **Plan** - Steps are planned in to support children help achieve their targets and make progress.
3. **Do** - Supports are put in place through good classroom practice and additional support groups and resources if required.
4. **Review** - Children's progress and attainment are then monitored and reviewed through regular pupil progress meetings, parents evenings and through classroom teaching.

A child may be identified as having special educational needs when through the supports being put in place the progress and development hoped for is not being made or it becomes clear there is a specific area of need that is a barrier to their learning and continued development.

Progress in other areas may also be considered e.g. social needs or if behaviour is causing concern which may indicate underlying difficulties. At this point observations can be made and a record taken of concerning behaviours that may indicate SEND and will be used to inform decisions alongside the family.

Parents will be consulted if the school thinks your child has SEND, at this point the child will be placed on the SEND register at sen support, actions will be drawn up alongside the family for how we will support the child and the monitoring process will continue.

External agencies can be consulted and asked to assess children to identify and provide a clearer understanding of a child's specific educational needs and ways to support them.

Although school will identify children with SEND and set up provisions, it cannot offer any diagnosis.

Parents are advised to contact their GP or school nurse (Healthy together help line no: 0300 300 3001, Text: 07520 615 381 or visit: <https://www.healthforkids.co.uk/> if they think their child may an underlying medical condition or disability.

7. How can School then Support my child?

At Hope Hamilton, we work to comply with the Local Authority (LA) and the Best Endeavours and Reasonable Adjustments framework (BERA). This outlines key ways pupils can be supported with SEND:

- **Quality First Teaching**

Providing high quality teaching that is adapted and personalised to meet the majority of needs in the class. We aim for an inclusive school, where children learn best when they are part of the class accessing their work independently alongside and with their peers.

- **Adaptation and adult support**

Some children will need additional support, differentiated tasks or provision that is different from quality first teaching. They can receive additional support from adults in class, including their teacher, or work that is adapted to meet their learning needs. Support is not continuously provided as pupils also need to learn how to be independent learners, not dependent on adults.

- **Provision and interventions**

A range of additional interventions are available across the school. A child may receive an additional intervention when through our assessment process an area of need is identified where it is felt the child would benefit from focused additional support, so they can close the learning gap between them and their peers. These are monitored by teachers and phase leaders and then through pupil progress review meetings.

- **Outlining provision**

Sometimes children will require very specific support that is personal to them and may not always be to do with their learning. These may be outlined in individual plans e.g. pupil passports, provision maps and care plans, as needed by the child.

8. How can school match the curriculum to my child's needs?

All children have access to the National Curriculum. We have a broad and balanced curriculum designed to engage and include all pupils.

Teachers use their skills and best endeavours to plan for learning opportunities for all pupils with in the school environment and provide materials, support and provision most appropriate to the pupil's interests, abilities and needs.

Lessons can be supported and adapted in a variety of ways, this can be through learning groups (1:1 or small group), lesson content and teaching style and delivery to account for children's learning needs (Seeing/visual, hearing/auditory or doing/kinaesthetic).

Teachers also work to provide a learning environment that is suitable for the children in their class and work to make adaptations where it is needed and beneficial to the child's learning e.g. locations to work in that support a child's needs and materials made available.

Classrooms also support learning through resources being made available to all pupils and the use of learning walls to prompt and remind children of their learning journey.

9. What Support is available for my child's overall well-being?

As a Christian based school we follow a caring and supportive ethos that all children are seen as equal and special. Children are taught to care and respect one another, a principle that is modelled by the staff.

We work to ensure that all children are encouraged to report any concerns they have, are listened to and supported, and their needs are taken seriously when concerns are raised.

Concerns can be made to any member of staff but mainly through the class teacher and supporting adults.

Within class, aspects of development are discussed and children are supported through PSHE sessions. Children are also able to contribute their views through a school council and pupil consultations.

The school follows a restorative approach when dealing with conflict and this helps ensure children are listened to, their views taken into consideration and outcomes meet individual needs.

Programmes designed to encourage the social development and interaction of children with their peers can also be followed in school e.g. Interactive play and fun time sessions.

Specialist advice and support can be gathered from the Educational Psychologist (EP), the Social, Emotional and Mental Health Team (SEMH), Early years support team (EYST) and School Nurse.

The school is registered with the Mental Health Support Team (MHST) and referrals can be made for individual children, for individual or family therapy.

All children's behaviour is responded to consistently using our behaviour policy, reasonable adjustments are made to accommodate individual needs.

10. How will both you and I know how my child is doing?

The school has an open door policy and parents / carers are always welcome to call or e-mail to discuss the needs of their child, with the class teacher and the SENDCo.

Through the year parents are invited to attend a minimum of 3 meetings to discuss their child. This is through parent's evenings and drop in sessions, specific meetings to discuss needs with the SENDCo and class teacher. Additional meetings can be made if needed.

At these meetings all aspects of the child's development can be discussed, and progress and attainment will be shared. Parents viewpoints are considered and all members at the meeting work together to agree next steps to support the development of the child. After SEND review meetings key points, thoughts and feelings from the meetings are noted including the parents and child's, these reports are shared with parents.

A formal written end of year report is sent out at the end of the summer term, this gives information on how your child has done over the year. It celebrates their success and highlights areas for development, it also provides end of year assessment data on the level your child is working at.

Where a child has an Education Health Care plan (EHC plan) there is an annual meeting held during the year to review their objectives and set targets for the forthcoming year. When a child is in year six, this meeting is in the autumn term so their secondary school placement can be discussed and supports for transition arranged.

Where external agencies are involved, they can be invited to attend meetings and parents can contact them to discuss the needs of their child.

11. What training have staff had in supporting children with SEND?

All teachers are trained to work with children with SEND. Across the school there is a range of experience, some teachers have more than others. All teachers have access to advice and support from the SENDCo and external agencies. Training and self-help opportunities are offered to staff through courses, in house training and provision guidance, and resources to support teaching.

Teaching assistants are trained in different interventions that can be given on a 1:1 or small group basis. These include - play interaction, fun time, Let's talk, big moves, floppy phonics, building reading power and inference training.

All teaching staff receive autism education training level 1, provided by the learning, communication and interaction team every 3 years. Two staff members have received level 2 and 3 training.

Staff received trauma training, August 24, designed to understand and meet the needs of children better.

All staff receive child protection training and some key staff are team teach trained.

We have teachers who speak Hindi and Punjabi who offer support to children with English as an additional language and who can also act as translators when required.

As specific needs arise the SENDCo approaches specialist agencies to enlist support and seek advice for raising awareness and support.

These agencies include;

- Speech and Language Team (SALT)
- Early years support team (EYST)
- Learning, communication and interaction team (LCI)
- Social, emotion & mental health team (SEMH)
- Educational psychologist (EP)
- Families, Young people and Children's services (FYPC) for different services e.g. hearing and vision support team (H/VST) and occupational Therapy (OT).
- Mental Health Support Team (MHST)

They work with the school and families to develop understanding and help provide supports around specific children and their individual needs.

Where a child is diagnosed with autism a designated link teacher is provided to work alongside the teachers and teaching assistants with the child.

12. How and who can the school contact if they need extra support or advice for helping my child?

There are two joint planning meetings held each year which agencies, where possible, attend to discuss the needs of the school and what supports can be put in place to help secure pupils development and respond to current needs.

In addition to this a child can be referred to an agency where after on-going assessments, interventions and discussion with the parents it is felt that more support or understanding of a child's needs is required.

The agency will generally visit the child making assessments and feeding back to parents and school through meetings or written reports.

Teachers endeavour to implement recommendations made and use the reports to inform planning and further support children.

Services used in this way are Early Years Support Team, (EYST-foundation stage); Learning, Communication and Interaction team (LCI-Key stage 1&2); Speech and Language Team (SALT); Social, Emotional and Mental Health team (SEMH); Educational Psychologist (EP) and Mental Health and Support Team (MHST).

School maintains links with Child Health Care Services, Social Care Services and Education Welfare Services to ensure all relevant information can be considered when providing for children with SEND.

13. What are the contact details of support services?

- **Special education Service (SES):**

New Parks House, Pindar Road, Leicester, Leicestershire, LE3 9RN

Tel: 0116 454 2050. E-mail: ses@leicester.gov.uk.

website: <https://www.leicester.gov.uk/schools-and-learning/special-educational-needs-and-disabilities-send/>

The local offer: [Family Information | SEND Local Offer \(leicester.gov.uk\)](https://www.leicester.gov.uk/family-information/send-local-offer/)

Information on the local offer can be found on you tube: <https://youtu.be/KQd-fob5sRo>

- **Special Education Needs & Disability Support Service:** Includes:

The Hearing and Visual support team; The Early Years support team; Learning, Communication & Interaction team; Social, Emotional and Mental Health team; Psychology Services

New Parks House, Pindar Road, Leicester, LE3 9RN.

Tel: 0116 454 4650, e-mail: sends-service@leicester.gov.uk

- **Speech and language therapy services (SALT)**

Leicestershire partnership trust, Riverside house, Bridge park plaza, Bridge Park road, Thurmaston, Leicester, LE4 8PQ.

Tel: 0116 225 6000. web site: <https://www.leicspart.nhs.uk/service/childrens-speech-and-language-therapy-service/>

- **Healthy together – school nurse**

Tel: 0300 300 3001 a confidential 24 hour answer machine service Text: 07520 615381

www.healthforkids.co.uk

- **Health and Social care including children and family care**

Children and young people's services, Tel: 0116 454 1004. Details are also available on the website; <https://www.leicester.gov.uk/health-and-social-care/>

- **SENDIASS** - offer key support on special educational needs and provision.

SENDIASS Leicester, 1st Floor Alliance House, 6 Bishop Street, Leicester, LE1 6AF

Tel: 0116 482 0870 Email: info@sendiassleicester.org.uk

website: <https://sendiassleicester.org.uk/>

Facebook: [SENDIASS Leicester](#) Twitter: [@SendiassL](#)

How accessible is the school environment? What facilities are available?

The school has good accessibility. Hope Hamilton has full wheelchair access, with ramps to access the school premises and no steps within the school. Corridors and doorways are wide enough to accommodate wheelchairs. There are 2 disabled toilets with changing tables and 1 hoist.

Equipment and facilities are made available to all children in the classroom. All classrooms should be equipped with the materials and resources needed for all sessions, including a fully resourced maths workstation. Year 6 pupils also have access to mini I-pad.

In addition to this through discussion with specialist agencies, parents and head teacher other equipment or special arrangements can be secured, as is reasonable and needed to support children with their learning, for example, this could be writing tables, pen grips, coloured overlays, sensory cushions.

As a school we aim to make reasonable adjustments to support the learning and development of all children in our school, but not to directly hinder the learning of others in the process. For further details the accessibility plan is available on the website.

14. How will I be involved in supporting my child?

You will be invited to attend regular parents' meetings (parent appointments and SEND reviews) to discuss your child's progress and ways we can all support them. These will occur at least 3 times a year.

You can also support and be involved in your child's learning in other ways, including:

- Support your child regularly, by spending time with them, talking and finding activities you can do together e.g. walks and games, listen to them read/read with them. Help them with their spellings, times tables and understanding the world around them.
- Access home learning via Google Classrooms. See class teacher for log-on details.

- The school website <https://www.hopehamilton.leicester.sch.uk> can provide information on supporting your child.
- www.bbc.co.uk/tiny-happy-people and www.healthforkids.co.uk. provide advice and support for you and your child.

15. How is my child involved?

Children are encouraged to be actively involved in their education and are consulted on and made part of the process so all children should be aware of their learning needs and what they can do to support themselves. Discussions are regularly held with children to discuss their needs and targets.

Children with SEND are also consulted during the year through pupil interviews regarding how they are supported in the school and what needs developing to support them more.

16. How will my child be supported in moving classes, year groups or to another school?

Transition between schools:

F1/2: For children joining the school in FS1 & 2 teachers will consult with parents and previous educational settings to gain relevant information and ensure supports are put in place where needed. Meetings are also held with agencies if they are involved with a child. Meet and greet sessions are held in the summer term for new starters and their family to get to know them better. Graduated starts are offered where needed to support a smooth start to school.

Within Primary school: For a child starting at another point in the year the phase leader will meet with parents to gain any relevant information that may help support the pupil and ensure parents have all the information they need. The class teacher, support staff and pupils will meet, greet and settle them into their new setting.

The school, when needed, will also endeavour to collect any additional information or records from their previous setting and make this available to the class teacher.

Secondary School: For children transferring onto Secondary School, all information will be sent to their next setting, and pupils are allowed to visit their new school to aid transition if required.

Open days are held for pupils to visit their new school and staff can come in to work with the children and prepare them for their change in schools.

Transition between years:

At the end of each year children spend a day with their new class and teacher to familiarise them with their setting the following year. Where needed children can be given additional time to familiarise themselves with their next setting and transition books can be made to take home to continue the process over the summer holidays in preparation for the next year.

17. How will my child be included in activities outside of the school, including trips?

All additional school activities including trips are available to all children in the school. Where children's special educational needs makes access difficult, every reasonable effort is made for them to participate through liaison with parents /carers and staff in charge of the trip both at school and at the location.

18. What can I do if I am worried / unhappy with something or need to make a complaint?

In the first instance, concerns should be taken to the class teacher and/or in conjunction with the SENDCo where they will be dealt with under consultation and discussion. We will

always aim to work in partnership with parents to ensure a collaborative approach in meeting a child's needs.

If these issues remain unresolved discussions can be held with the head teacher:

Head Teacher: Fiona Brooks **Chair of Governors:** Stephen Wadsworth

Tel: 0116 2766121

E-mail: office@hop.learnat.uk

Address:

Hope Hamilton Primary school

North Hamilton

Leicester

LE5 1LU

If through these discussions the situation becomes a complaint a formal complaint can be made through Learn AT, see Learn AT Complaints Policy for details:

[LAT016LearnATComplaintsPolicy.pdf](#)

19. Who else can support me and my child?

In addition to the services provided by the LA (see above). You can also seek support from Voluntary and charitable agencies, including but not all:

- Your GP
- SENDIASS (Special Educational Needs and Disabilities, Advice & Support Service): <https://sendiassleicester.org.uk/>
- Early Help: <https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/referral-for-early-help-assessment/>
- The Laura Centre (bereavement): <https://thelauracentre.org.uk/>
- NSPCC: <https://www.nspcc.org.uk/>
- Barnados: <https://www.barnardos.org.uk/>

These links can also provide information, guidance and support:

- What to do if you think your child or young person may have SEND [Think your child has SEND | LCC Family Hub](#)
- Advice for attending meetings in school [Preparing for a SEND meeting with a school | LCC Family Hub](#)
- SEND Support Services [Support with SEND in Leicester city | LCC Family Hub](#)
- Top Up Funding [What is top up funding? | LCC Family Hub](#)
- What a DSP is [Designated Specialist Provision | LCC Family Hub](#)
- What a Unit is [SEND unit | LCC Family Hub](#)
- Annual Reviews [Annual review | LCC Family Hub](#)
- SEND Information Reports [What is a SEND information report? | LCC Family Hub](#)
- Challenging Decisions [Challenging decisions | LCC Family Hub](#)
- Consultations and school places [Choosing a school for a child with SEND | LCC Family Hub](#)
- The EHCP Assessment Process [Statutory assessment process | LCC Family Hub](#)
- Requesting an assessment for an EHCP [Request an education health care plan needs assessment | LCC Family Hub](#)
- What is a SEND unit? [What is a SEND unit? | LCC Family Hub](#)
- The Graduated Approach [School support | LCC Family Hub](#)

- BERA [What is a BERA? | LCC Family Hub](#)

20. Local Offer Link

<https://mychoice.leicester.gov.uk/>

'My Choice' is a directory for care and support products and services for people living with in the Leicester City Area and is a very good source of support.

The Local offer can also be accessed via: [Family Information | SEND Local Offer \(leicester.gov.uk\)](#)

Information on the local offer can be found on you tube: <https://youtu.be/KQd-fob5sRo>