



Hallbrook Primary School

Special Educational Needs (SEND) Information Report

2026–2027 · also called our “Local Offer”

What is this report for?

Every school must publish a report like this one. It explains how we support children with special educational needs and disabilities (SEND), and how we work with parents and carers to help every child do well.

We've written this version with parents' most common questions as headings, so it's easy to find what you need. If you can't find an answer, or you'd just like to talk something through, please contact our SENDCo, Mrs Ros Dawson, on 01455 285693 or sendco@hallbrook.successat.org.uk — we're always happy to help.



Quick Facts

School	Hallbrook Primary School, Hallbrook Road, Broughton Astley, LE9 6WX
Phone	01455 285693
Headteacher	Mr Tim Barrow
SENDCo	Mrs Ros Dawson — sendco@hallbrook.successat.org.uk
SEND Governor	Ms E Harrop
Website	www.hallbrook.leics.sch.uk
Ages we teach	3 to 11 years
Ofsted (Feb 2026)	Expected and Strong
Children with SEND	35 children are on our SEND record, 5 have an EHCP, and 1 receives SENIF funding. Children can also use our Pause Pad (wellbeing space), The Lighthouse (sensory room), and 9 children currently receive speech and language therapy (SALT).

A note on words we use

This report uses some abbreviations that schools and councils use a lot, like SEND, EHCP and SENDCo. We explain each one the first time it appears, and there's a full picture glossary at the very end of this report if you need to check one again.



At A Glance — What's In This Report?

Jump to any topic — each one is a section below, in the same order.

 1 Spotting When A Child Needs Extra Help	 2 How We Identify SEND
 3a How We Support Your Child	 3b Checking & Sharing Progress
 3c Our Teaching Approach	 3d Adapting The Curriculum & Classroom
 3e Extra Support Available	 3f Clubs, Trips & Activities
 3g Emotional Wellbeing	 4 Raising A Concern
 5 Staff Training & Expertise	 6 Accessibility & Equipment
 7 Involving Parents	 8 Your Child's Voice
 9 Making A Complaint	 10 Other Organisations Involved
 11 Other Support Services	 12 Moving To A New Class Or School
 13 Leicestershire's Local Offer	



1. How Does The School Know If My Child Needs Extra Help, And What Should I Do If I'm Worried?

Statutory reference: The kinds of special educational needs for which provision is made at the school.

Hallbrook is part of Success Academy Trust. We follow Leicestershire's admissions rules, which you can find on our website, and we welcome applications from families of children with SEND (Special Educational Needs and Disabilities).

We want Hallbrook to be a school where every child feels they belong. We work hard to remove anything that might get in the way of a child learning or joining in — so that every child, including those with SEND, has an equal chance to do well.

If your child has an Education, Health and Care Plan (EHCP), Leicestershire's SEND team (SENA) will also be involved when you apply for a place.

We currently support children with:

- ADHD (Attention Deficit Hyperactivity Disorder)
- ASD (Autism Spectrum Disorder)
- Social, emotional and mental health needs
- Speech and language difficulties
- Visual impairment
- Hearing impairment
- General learning difficulties
- Difficulties with fine or gross motor skills
- Attachment difficulties
- Specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia
- Sensory processing difficulties

This list isn't fixed — we always try to adapt our support to meet the needs of any child who joins us.

We're a mainstream school, and we believe every child can achieve their best.

Children learn at different speeds, for lots of different reasons, so we try to spot any

difficulties a child may have as early as we can and put the right support in place quickly — the sooner we act, the more it helps.

We check regularly how well every child is doing. A concern about your child might come from:

- You, as a parent or carer
- Your child
- Their class teacher
- Your child falling behind their classmates
- Advice from another professional or service
- Records passed on from a previous school
- Ongoing assessments and test results
- Reception or Year 2 results (EYFS/KS1)
- School tests

If we're concerned, your child's teacher will talk to you about their progress and suggest ways to help at home, and we'll put extra support in place in class or in a small group. If things don't improve, our SENDCo (Special Educational Needs Coordinator) may get involved, and we might carry out closer assessments. We'll always talk to you and your child about what happens next.



2. How Do You Identify Children With Special Educational Needs?

Statutory reference: Policies for identifying and assessing pupils with special educational needs.

We use a range of assessments to build a clear picture of what a child is good at, and where they need extra help — for every child, all the time.

We identify a child as having SEND when, despite extra help in class, they:

- Make little or no progress, even with teaching aimed directly at their area of difficulty
- Struggle to develop skills, meaning they fall behind in some subjects
- Have ongoing emotional or social difficulties that don't improve with our usual support
- Have sensory or physical difficulties and make little progress even with specialist equipment
- Have difficulty communicating or interacting with others, despite extra help

When this happens, we may use extra tests to understand exactly what your child needs. Class teachers and the SENDCo work closely together to plan the right support.

Assessments we may use include:

- Goodman's Strengths and Difficulties Questionnaire or Boxall Profile — for children with social, emotional or mental health needs
- DRA — Diagnostic Reading Assessment
- BPVS — British Picture Vocabulary Scale
- Vernon Spelling Test
- Small Steps tracking — for children with a specific or general learning difficulty
- Running records for reading

Our SENDCo is trained to use and understand all of these assessments.

All our staff are trained to spot children who may need extra support — for example with ADHD, speech and language, social/emotional/mental health needs, dyslexia, autism, or a visual or hearing impairment.

We can also ask outside specialists for advice, such as the Autism Outreach Service, Specialist Teaching Service, CAMHS (Child and Adolescent Mental Health Service), Occupational Therapists, Speech and Language Therapists, Paediatricians and Educational Psychologists. We'll always talk to you first before bringing anyone new in.

More detail is in our full SEND policy on our website: www.hallbrook.leics.sch.uk



3a. How Will You Support My Child, And How Do You Know It's Working?

Statutory reference: Making provision for pupils with SEND, with or without an EHC Plan.

If your child has SEND, alongside their normal classroom support we'll provide the extra help they need — this could be with reading, maths, writing, speech and language, social skills, or emotional wellbeing. If your child has an EHCP or extra funding (SENI), we'll follow exactly what that plan sets out.

Your child's teacher and the SENDCo check progress regularly — for every child, not just those with SEND. Senior staff, governors and subject leaders also check that our support is working, through classroom visits, chats with pupils, and looking at children's work. We keep a record of all extra support and how well it's working, reviewing the support given to children at regular intervals.

Depending on their needs, your child may have:

- An individual learning plan
- A small-steps or intervention tracker, or a speech and language plan

If your child's targets are similar to the rest of the class, we'll create a “one-page profile” instead — a simple guide showing the best way to support them day to day. Wherever possible, we involve your child in writing their own profile and setting their own targets. If your child has an EHCP, we invite them to their own annual review meeting so they can share their views and meet the professionals supporting them.



3b. How Will We Both Know How My Child Is Doing, And How Can I Help At Home?

Statutory reference: Arrangements for assessing and reviewing pupils' progress.

We meet with parents and children three times a year. If your child is on the SEND record, we'll also offer you extra time at parents' evening to talk through progress, next steps, and any changes to their support.

Some children have an individual learning plan — we'll send you a copy, and review the targets three times a year. You're always welcome to speak to your child's class teacher, or make an appointment with the SENDCo, if you have any concerns.

We keep in regular touch through Class Dojo messages, letters from the office, email or phone calls. We also run workshops and open sessions for parents on topics like phonics, reading and maths strategies as well as other areas such as anxiety and behaviour.



3c. What Is Your Approach To Helping My Child Learn?

Statutory reference: The school's approach to teaching pupils with SEND.



All our teachers plan lessons to meet the needs of every child in their class, thinking about the different ways children learn — by seeing, hearing, or doing. We regularly check how well all children are doing, including anyone at risk of falling behind, and make sure teachers keep building their skills in supporting SEND. We also take advice from outside specialists when adapting how we teach.

If a child isn't making enough progress, their teacher will put in place extra support that's different from what the rest of the class receives.

Every classroom includes:

- A visual timetable
- Clear learning objectives
- “Working walls” that support learning
- A range of scaffolds and resources to help children access lessons
- Toolkits, such as phonics and spelling mats, talk tins and talking postcards
- Talk partners, so children can support each other

We also invest in staff training. Recent training has covered:

- Autism Spectrum Disorder
- Attention and Hyperactivity Disorder

- Attachment difficulties
- Trauma-informed practice
- Visual impairment
- Hearing impairment
- Emotion coaching
- Positive handling



3d. How Will The Curriculum And Classroom Be Matched To My Child's Needs?

Statutory reference: Adapting the curriculum and learning environment for pupils with SEND.

Our school building meets accessibility requirements, with plenty of space for small-group and one-to-one work, including three quiet spaces: the Pause Pad (our wellbeing space), The Hive (our intervention space) and The Lighthouse (our sensory room).

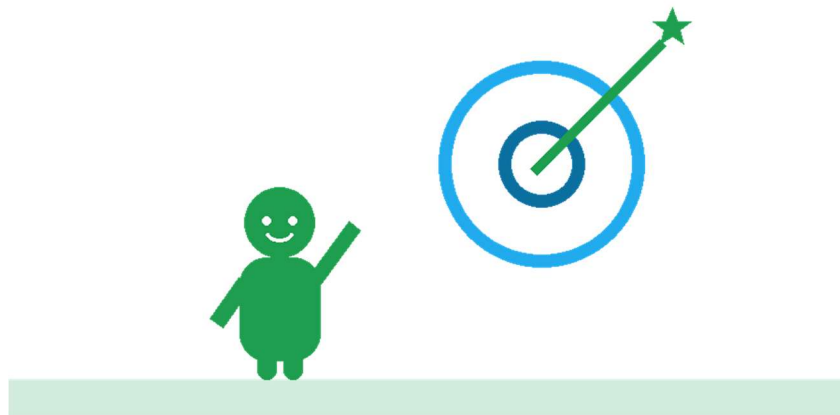
The building is wheelchair accessible, and we have a disabled toilet, with changing and shower facilities.

Our staff are experienced, well trained, and work with a wide range of outside specialists. We adapt the building where we can, and provide extra resources for children with SEND, such as laptops, adapted reading books, maths equipment, coloured overlays and sensory equipment. We group children according to their needs, and review these groupings regularly.



3e. How Do You Decide What Support My Child Gets?

Statutory reference: Additional support for learning available to pupils with SEND.



We tailor support to each child's needs. This might mean extra help from the class teacher, a teaching assistant, or the SENDCo — one-to-one or in a small group. The type and amount of support depends on each child's individual needs.

Class teachers will always discuss any extra support with you and your child. Our aim is to help your child become more independent, so they're ready and confident for the next stage of their education — not to make them reliant on support. We hold regular meetings with parents of children with SEND to talk about how things are going, and involve your child too, wherever appropriate.

We may also seek advice from:

- Educational Psychologist
- School Nurse
- Paediatrician
- Autism Outreach Service
- ADHD Infinity
- Specialist Teaching Service
- Occupational Therapist
- Speech and Language Therapist
- Oakfield Short Stay School (for children who need extra behaviour support)

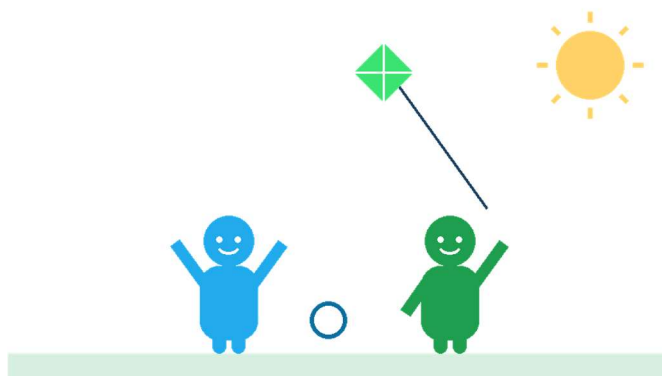
When deciding how to allocate support across the school, senior leaders also look at:

- The needs of each class group
- How well each class is achieving and progressing
- Behaviour patterns in each class
- Teachers' skills and experience



3f. How Will My Child Be Included In Trips And Activities Outside The Classroom?

Statutory reference: Activities available for pupils with SEND in addition to the curriculum.



We offer clubs, trips and residential visits to every pupil. If your child has extra needs, we'll plan carefully with you to make sure they can take part. For example, if your child has autism or social/emotional/mental health needs, they might feel anxious about a trip. In that case, we might use “social stories” to help them prepare, invite a parent along, or arrange one-to-one support. Our pastoral team is skilled at helping children feel ready for trips and residential visits.

Children with SEND are encouraged to join in with:

- Adapted competitive sports teams, including in inter- and intra-school competitions
- Inclusive sports clubs
- The Pause Pad — a calm space for children who need time to settle
- The Lighthouse — a quiet sensory space
- The Den — an outdoor classroom for quieter activities at lunchtime
- The Hive — a base for small-group or one-to-one support
- Breakfast and after-school clubs, which are fully inclusive
- Music lessons, arranged where appropriate with a visiting teacher
- Choir
- School council and other leadership roles
- Extra transition support when moving on to secondary school



3g. What Support Is There For My Child's Wellbeing?

Statutory reference: Support for improving emotional and social development.



We believe emotional and social wellbeing matters just as much as academic progress. Being happy at school is really important to us, and our leadership team checks on this regularly, through pupil interviews and surveys.

If a child needs extra support with their emotional or social development, we put this in place — for example, through nurture groups or pastoral support — and track progress using tools like the Goodman's Strengths and Difficulties Questionnaire and the Boxall Profile.

If your child has medical needs, we'll put a care plan in place, in line with our medical policy. All staff are trained in paediatric first aid, including EpiPen training refreshed every three years. Keeping your child safe is our top priority: we have a safeguarding policy, three staff trained as Designated Safeguarding Leads, and all staff are regularly trained to spot signs that a child may need help.



4. How Can I Raise A Concern?

Statutory reference: Name and contact details of the SEND coordinator.

Your first step is usually to talk to your child's class teacher. If you're still worried, or the concern is more serious, please contact our SENDCo or Head Teacher directly.

Contact our SENDCo

Mrs Ros Dawson

Email: sendco@hallbrook.successat.org.uk

Phone: 01455 285693



5. What Training And Expertise Do Staff Have?

Statutory reference: Expertise and training of staff, and how specialist expertise is secured.

Building our staff's confidence in supporting children with SEND is a high priority for us. Training needs are identified either by staff themselves, or by the SENDCo, to meet the needs of children currently in school or joining us. Every new member of staff has an induction that introduces them to how we support SEND at Hallbrook.

Recent staff training has included:

- Autism Spectrum Disorder — Making Sense of Autism
- Supporting children with ADHD
- Speech and Language Training
- Self-Harm and Suicide Prevention
- Trauma Informed Practice
- Understanding Self – Autism Outreach
- Phonics
- Creating a dyslexia-friendly classroom
- Supporting children with maths
- Emotion coaching
- Intensive interaction

Our SENDCo regularly attends network meetings with other local SENDCos (TELA), to stay up to date and share best practice.

The SENDCo identifies what training staff need, and makes sure any specific requirements are met. We also bring in expertise from outside specialists, including:

- Speech and Language Therapists
- Educational Psychologist
- Specialist Teaching Service
- Community Paediatricians

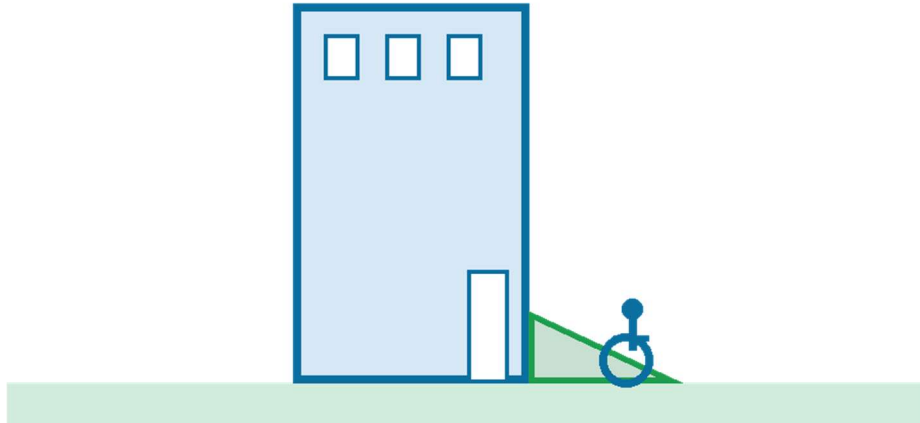
- Health Visitors / School Nurse
- Autism Outreach Service
- Child and Adolescent Mental Health Service (CAMHS)
- Family Support Worker / Social Worker
- Virtual School
- Oakfield Short Stay School

When specialists give us advice, our trained support staff put this into practice in the classroom, working closely with your child. Support staff, class teachers and the SENDCo meet regularly to check this support is making a real difference to progress.



6. How Accessible Is The School, Indoors And Outdoors?

Statutory reference: How equipment and facilities to support pupils with SEND are secured.



We review how accessible our school is every year. The school is all on one level, and ramps can be put in place to help wheelchair users move around. There's a disabled parking space at the front of the building, plus a disabled toilet and shower/changing facilities.

We use equipment such as talking postcards, talking tins, dual coding (pictures and words) and whiteboards to support communication and learning.

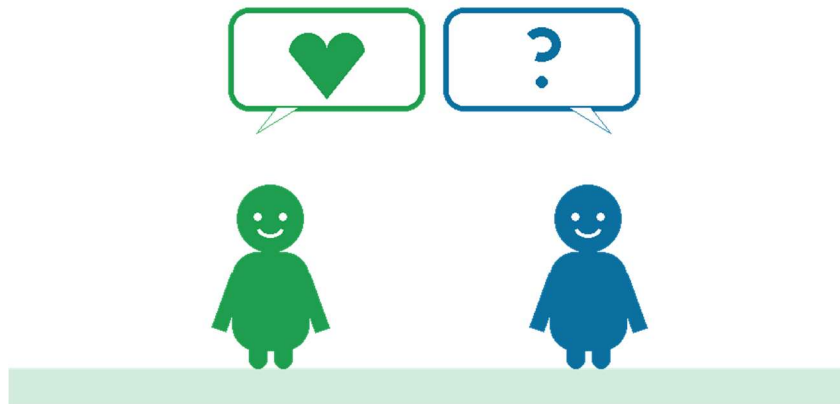
For children with sensory needs, we can provide items such as chewellery, ear defenders, pencil grips, fidget aids, chair bands, wobble cushions and weighted blankets.

We also have computers and laptops available across the school.



7. How Can I Get Involved, And Who Do I Contact?

Statutory reference: Arrangements for consulting and involving parents/carers of children with SEND.



Involving parents in their child's education really matters to us. If your child is on the SEND record, we hold extended parents' evenings in the Autumn and Spring terms, plus a session in the Summer term with the SENDCo, and a termly SEND coffee morning/information session. You can also arrange extra meetings with the class teacher, SENDCo, or both.

We provide an individual learning plan three times a year for children on the SEND record, and a full written report each Summer term.

We also stay in touch through informal chats at the end of the school day, home-school diaries, dojo messages, emails and phone calls — whatever suits you best.



8. How Will My Child's Views Be Listened To?

Statutory reference: Arrangements for consulting young people with SEND about their education.

We want to hear directly from children about their needs and the support they receive, through pupil interviews and surveys. Children can also put themselves forward as School Council Representatives or for different leadership roles, giving them a say in whole-school decisions.

Children help write their own one-page profiles and set their own targets, and we encourage them to reflect on their progress. If your child has an EHCP, they're invited to their own annual review meeting, where their plan is discussed together with the professionals supporting them.



9. What Should I Do If I Have A Complaint?

Statutory reference: Arrangements for the treatment of complaints from parents/carers of pupils with SEND.

We'd encourage you to talk to your child's class teacher first. If the matter isn't resolved, please make an appointment with the SENDCo, Head Teacher, or another member of the senior leadership team.

You can also speak to our Chair of Governors, or our SEND Governor, Ms E Harrop, who can help mediate and resolve concerns. Our full complaints policy is available from the school office, or on our website.



10. Who Else Has A Role In My Child's Education?

Statutory reference: How the governing body involves other bodies in meeting the needs of pupils with SEND.

As well as teachers and support staff, we work with a wide range of professionals and organisations to support all children, including those with SEND — health and social care professionals, voluntary organisations, and Local Authority support services.

Our SEND Governor, Ms E Harrop, supports the SENDCo with planning, monitoring and evaluating SEND provision, sits on the Governors' Curriculum and Standards Committee, and joins our SEND parents' coffee mornings. Governors also visit classrooms and talk with pupils as part of their role.



11. Who Else Can Help, And Give Me Advice?

Statutory reference: Contact details of support services for parents/carers of pupils with SEND.

If you'd like help finding support for your child, contact Mrs Ros Dawson (SENDCo) at sendco@hallbrook.successat.org.uk. She can help you find your way around the Leicestershire [Local Offer](#).

You might also find these useful:

- Leicestershire Local Offer Facebook page: facebook.com/Leicslocaloffer
- SENDIASS (SEND Information, Advice and Support Service): sendiass@leics.gov.uk
— Tel: 0116 305 5614
- Autism Outreach Service: sts@leics.gov.uk



12. How Will You Help My Child Move To A New Class, School, Or Stage Of Life?

Statutory reference: Arrangements for supporting pupils in transferring between phases of education.



We hold “meet the teacher” sessions in summer or autumn, so you can meet your child's new teacher, hear about the year ahead, and raise any concerns. Open mornings let you see what your child is learning, and get to know our teaching methods. Parents' evenings, and our open-door policy, give plenty of chances for informal chats too.

Children moving on to one of our local secondary schools follow a planned transition programme. Children with SEND, or who are less confident, are supported through extra induction visits by a member of staff (and/or the SENDCo). SENDCos from both schools stay in touch, and records are passed on.

Children starting in Reception visit the school several times before term starts. Parents meet the teaching team and share information about their child. Where a child may need extra support, our SENDCo and class teacher also meet with pre-school staff beforehand.

If we notice that a child may be struggling to learn, we gather as much information as we can and plan the right curriculum for them. We put transition arrangements in place for every child, with extra tailored support for individual pupils where needed — including extra visits to their new school, and meetings between parents and SEND staff at the new setting.



13. Where Can I Find The Local Authority's Local Offer?

Statutory reference: Where the local authority's Local Offer is published.

We work closely with Leicestershire County Council to make sure our SEND offer meets the latest Code of Practice. You can find the Local Authority's full Local Offer on their website:

www.leics.gov.uk/local_offer



Words We Use In This Report (Glossary)

Here's a quick guide to the abbreviations and terms used throughout this report.

SEND	Special Educational Needs and Disabilities.
SENDCo	Special Educational Needs Coordinator — the member of staff in charge of SEND at school.
EHCP	Education, Health and Care Plan — a legal document describing a child's needs and the support they must get.
SENIF	SEN Intervention Funding — extra money the school receives to support a child's needs for a fixed period of time
SALT	Speech and Language Therapy.
SEMH	Social, Emotional and Mental Health.
ASD	Autism Spectrum Disorder.
ADHD	Attention Deficit Hyperactivity Disorder.
CAMHS	Child and Adolescent Mental Health Service.
EYFS	Early Years Foundation Stage — the Reception year.
KS1	Key Stage 1 — Years 1 and 2.
One-Page Profile	A simple, one-page summary of a child's strengths, needs, and the best ways to support them.
Individual Learning Plan (ILP)	A short document showing a child's current targets and the support in place to help them reach them.
Local Offer	Information published by Leicestershire County Council about all the SEND support available across the local area.
SENDIASS	SEND Information, Advice and Support Service — free, independent advice for parents and carers.
Designated Safeguarding Lead (DSL)	A trained member of staff responsible for keeping children safe.

Last updated: 26 August 2026. Approved by the Local Governing Committee (LGC).