SEND INFORMATION REPORT

Hampton Gardens

2026-2027

The Right Support • At The Right Time • For Every Student

OUR COMMITMENT

Hampton Gardens is an inclusive mainstream secondary school. High-quality teaching is the foundation of our provision. We identify barriers early, support needs rather than labels, make reasonable adjustments and work in partnership with students, families and professionals.

This report is structured around the information schools are required to publish under section 69 of the Children and Families Act 2014 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014, with the associated SEND Code of Practice guidance.

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At a glance

This page provides a quick route to the statutory information. The numbered sections that follow give concise answers and then explain Hampton Gardens' current provision.

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KEY CONTACT

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1. What kinds of SEND do we provide support for?

Hampton Gardens supports students across all four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical needs. Support is based on identified need and barriers to learning rather than requiring a diagnosis.

Examples of needs we may support

- Autism and social communication differences
- Speech, language and communication needs
- Dyslexia and other specific learning difficulties
- Literacy, numeracy, memory and processing difficulties
- ADHD and executive-function needs
- Anxiety, emotional regulation and other SEMH needs
- Hearing impairment and visual impairment
- Sensory processing and physical needs
- Medical needs where these affect access to education

Students may have needs across more than one area. The level and type of provision are determined individually and reviewed in response to progress.

2. How do we identify and assess students with SEND?

Hampton Gardens has a clear school SEND referral system. Teachers, pastoral colleagues and parents/carers can raise a concern or refer into Achievement Support. Concerns are considered alongside evidence from teaching, progress, attendance, behaviour, student voice, family information and previous support. Appropriate Assess-Plan-Do-Review action is then agreed.

Our referral pathway

- Concern identified by a teacher, pastoral colleague, parent/carer, student or transition information
- School SEND referral submitted to Achievement Support
- Evidence gathered, including classroom strategies already tried and their impact
- SEND team review and discussion with relevant staff, student and family
- Assessment, observation or screening where appropriate
- Targeted support and/or reasonable adjustments agreed
- Impact reviewed through Assess-Plan-Do-Review
- Specialist assessment, Case Conference or external referral considered where school-based support has not sufficiently removed the barrier

The Senior SENDCo is Level 7 qualified in psychometric assessment and can undertake in-house assessment to explore relevant areas such as processing speed, working memory and other cognitive processing difficulties. Assessment is used to inform provision and is not, by itself, a diagnosis.

3. How do we make provision and evaluate its effectiveness?

Provision follows a four-wave graduated response. Support increases or reduces according to evidence of need and impact. Every intervention should have a clear purpose, baseline or starting point, intended outcome and review point.

Graduated level	Typical provision
Wave 1 - Universal	High-quality and adaptive teaching, pupil passports, classroom adjustments and reasonable adjustments.
Wave 2 - Targeted	Time-limited interventions such as literacy, numeracy, organisation, mentoring, wellbeing, attendance and study skills.
Wave 3 - Intensive	Individual Support Plans, specialist programmes, enhanced pastoral support, multi-professional planning and Case Conference oversight.
Wave 4 - Highly personalised	Bespoke curriculum/timetable, specialist provision, multi-agency planning and enhanced transition. Students with an EHCP may receive support at any wave according to their assessed needs; an EHCP is not limited to Wave 4.

How we evaluate impact

- Academic progress and attainment
- Reading, literacy or numeracy measures
- Attendance and punctuality
- Engagement, behaviour and participation
- Wellbeing and emotional regulation
- Intervention baseline and exit information
- Student and parent/carer voice
- Teacher feedback and classroom access
- Progress towards Individual Support Plan or EHCP outcomes
- Independence and preparation-for-adulthood outcomes

4. How do we assess and review progress towards outcomes?

Progress is assessed against the outcomes that have been agreed for the individual student. Reviews consider whether the provision has reduced the identified barrier, improved access to learning and increased independence - not simply whether an intervention has been delivered.

Students on SEND Support (K) have SEND reviews three times each academic year. Students with an EHCP have a statutory Annual Review at least annually, alongside ongoing school monitoring. Review

information may include assessment data, attendance, behaviour, intervention measures, teacher evidence, student voice and parent/carer views.

5. What is our approach to teaching students with SEND?

Every teacher is a teacher of SEND. High-quality teaching is the foundation of provision and teachers remain responsible for the progress and development of the students they teach, including where specialist staff or Teaching Assistants are involved.

- High expectations and ambitious curriculum access
- Explicit instruction, modelling and guided practice
- Chunked instructions and appropriate processing time
- Scaffolding and careful management of cognitive load
- Retrieval practice and overlearning
- Vocabulary pre-teaching and reinforcement
- Visual supports and exemplars
- Predictable routines and positive relationships
- Assistive technology where appropriate
- Reasonable adjustments informed by pupil passports and professional advice

Pupil passports provide staff with concise information about strengths, barriers, communication preferences and effective classroom strategies. They support consistency across subjects.

6. How do we adapt the curriculum and learning environment?

Adaptations are individual, proportionate and reviewed. Students continue to access mainstream lessons and the broad curriculum wherever appropriate. Where a different pathway is needed, it is planned around outcomes, accreditation, future aspirations and preparation for adulthood.

- Seating, positioning and environmental adjustments
- Accessible or adapted resources
- Visual supports and reduced language load
- Processing time and task chunking
- Movement, sensory or regulation breaks
- Assistive technology
- Quiet or low-arousal spaces
- Personalised timetables where appropriate
- Adaptations to PE, movement or physical access where required
- Specialist advice for hearing or visual impairment

7. What additional support for learning is available?

Additional provision is matched to assessed need and may include targeted intervention, specialist Teaching Assistant support, regulation provision, inclusion-base support, alternative curriculum opportunities and external professional advice.

The Hive

The Hive is a hybrid inclusion provision for students whose barriers may relate to Communication and Interaction, Cognition and Learning and/or Social, Emotional and Mental Health. Students may follow an adapted timetable while continuing to access mainstream lessons wherever appropriate.

- ELSA and emotional regulation
- Literacy and dyslexia support
- Metacognition, organisation and study skills
- Sensory regulation
- Touch typing and access-arrangements preparation
- ASDAN and AQA Unit Award opportunities where appropriate
- Baseline assessment, personalised planning and regular review
- Reintegration and purposeful exit planning

Compass

Compass provides a structured point of support for students who need additional direction, regulation, relational support or coordinated intervention to engage successfully with learning. Provision is needs-led, outcome-focused and reviewed, with mainstream participation maintained wherever appropriate.

Parallel Curriculum

The Parallel Curriculum provides a personalised pathway for identified students who benefit from practical, applied and preparation-for-adulthood learning alongside their wider school programme.

- Money Matters and independent living
- Health, hygiene and oral health
- Practical DT projects
- Hair and Beauty Level 1 opportunities
- Boxing Futures and self-defence opportunities
- Professional visitors and real-world experiences
- Life skills, communication and teamwork
- Careers, further education, training and employment exploration
- Drawing and Talking Therapy

8. How do students with SEND participate in the wider life of school?

Students with SEND are included in lessons, enrichment, trips, clubs, careers activities, physical activities, social opportunities and the wider life of Hampton Gardens wherever possible. Reasonable adjustments and additional planning are used so that SEN or disability does not unnecessarily restrict participation.

Adjustments may include accessible resources, additional preparation, staffing, medical planning, sensory support, transport considerations, risk assessment or environmental adaptations.

9. How do we support emotional, mental and social development?

Hampton Gardens recognises that wellbeing, attendance, behaviour, safeguarding and SEND can interact. We seek to understand the underlying barrier and coordinate support rather than considering these areas in isolation.

- ELSA delivered by trained staff
- Nessie-informed emotional wellbeing and attendance support
- Trusted-adult and key-worker support
- Mentoring and relational approaches
- Sensory circuits
- Morning yoga sessions for identified students
- Regulation plans and low-arousal spaces
- PACE-informed and trauma-aware practice
- Art-based therapeutic approaches
- Forest School and outdoor provision
- Attendance and EBSA support
- Reintegration planning and external referrals where appropriate

The purpose of regulation support is to strengthen the student's capacity to understand their needs, use strategies increasingly independently and return successfully to learning.

10. Who leads SEND and what expertise and training do staff have?

SEND is led by the Senior SENDCo within the school's wider inclusion structure, supported by a Deputy SENDCo, Assistant SENDCo, specialist Teaching Assistants and intervention staff.

Leadership

- Senior SENDCo - Assistant Headteacher and SENDCo; strategic and statutory SEND leadership; Level 7 qualified in psychometric assessment
- Deputy SENDCo - operational leadership, casework, reviews, provision and graduated-response support
- Assistant SENDCo - day-to-day coordination, provision mapping, communication and SEND administration
- Achievement Support Team - classroom, targeted, specialist, regulation and pastoral support

Specialist expertise within the team

- Dyslexia and specific learning difficulties
- Hearing impairment
- Visual impairment
- ADHD and executive functioning
- Speech, language and communication
- ELSA / emotional literacy
- Nessie-informed wellbeing and attendance support
- Sensory regulation and sensory circuits
- Autism-informed practice
- EBSA and attendance
- PACE and relational practice
- Forest School
- Medical support, including diabetes-trained staff and condition-specific training where required

Psychometric assessment and exam access arrangements

The Senior SENDCo can undertake in-house psychometric assessment to investigate relevant processing difficulties and inform support. Examination access arrangements are considered using assessment evidence, teacher evidence and the student's normal way of working. The Senior SENDCo oversees the school's assessment and evidence process and can approve arrangements within the school's delegated responsibilities where permitted; arrangements requiring formal application are processed in accordance with the current JCQ Access Arrangements and Reasonable Adjustments regulations and the responsibilities of the Head of Centre and Examinations Officer.

11. How do we secure specialist equipment, facilities and external expertise?

Equipment, facilities and specialist advice are secured according to individual need, professional recommendations, statutory provision and available school/local-authority routes. The school works with families and relevant professionals to identify what is required.

- Sensory resources and regulation equipment
- Assistive technology and accessible learning resources
- Specialist seating or positioning advice
- Hearing or visual access equipment where advised by specialist services
- A hygiene room for personal care, changing or hygiene needs
- Medical equipment and arrangements specified in individual healthcare plans
- Risk assessment and moving/handling arrangements where required

Where school-based expertise is insufficient, Hampton Gardens may seek advice from Educational Psychology, Speech and Language Therapy, Sensory Support, Occupational Therapy, Physiotherapy, health services, the local authority and other relevant professionals.

12. How do we involve parents and carers?

Parents and carers are partners in SEND planning. They can raise concerns directly and refer into the school's SEND referral system. They are invited to contribute to pupil passports, support planning and review decisions.

- Pupil passports are available to support shared understanding of strengths, barriers and strategies
- SEND reviews are held three times each academic year for students on SEND Support (K)
- Students with EHCPs have a statutory Annual Review at least annually
- Families contribute to outcomes, progress reviews and significant changes to provision
- Parents/carers are involved in referrals where consent or partnership is required
- The Achievement Support team is available for communication throughout the year

13. How do we involve students?

Student voice is central to assessment, planning and review. Students are supported to understand their strengths and needs, identify strategies that help, contribute to outcomes and develop self-advocacy.

- Pupil passports
- SEND reviews
- EHCP Annual Reviews
- Intervention reviews
- Individual conversations and surveys
- Transition planning
- Preparation-for-adulthood planning

14. How do we support transition, preparation for adulthood and independent living?

Transition is planned proactively and the level of support is matched to need. Preparation for adulthood becomes increasingly explicit as students move through secondary school and includes education/employment, independence, community participation and health.

Transition into Hampton Gardens

- Information exchange with primary and secondary schools, specialist settings, alternative provisions and relevant professionals, including for in-year transfers
- SENDCo liaison and individual transition planning for students joining from primary schools, other secondary schools or specialist/alternative settings
- Additional visits and familiarisation where appropriate
- Visual information, social stories and school maps
- Parent/carer planning meetings
- Identification of medical, sensory, access and regulation needs before entry where possible

Preparation for adulthood

- Careers guidance and post-16 planning
- College and provider visits
- Travel training
- Money management and independent living
- Employability and work experience
- Life skills and community participation
- Vocational and accredited opportunities
- Parallel Curriculum pathways
- EHCP preparation-for-adulthood outcomes through Annual Review

15. How do we work with other bodies and services?

External involvement is based on individual need, referral criteria, consent requirements and service availability. Advice is incorporated into school planning and reviewed for impact.

- Peterborough City Council and Cambridgeshire County Council SEND services, as appropriate to the student's home local authority
- Educational Psychology
- Speech and Language Therapy
- Hearing and Visual Impairment / Sensory Support services
- Occupational Therapy and Physiotherapy where involved
- Health, paediatric and mental-health services
- Early Help and social care where appropriate
- Careers and post-16 providers
- Voluntary, community and carefully commissioned alternative providers

16. What happens if a parent or carer wishes to complain?

Families are encouraged to raise concerns early with the relevant teacher, pastoral colleague or Achievement Support team so that the issue can be understood and resolved. If a concern is not resolved, it can be escalated through the school's published Complaints Policy.

Link for Peterborough

Peterborough SENDIASS Directory Page

Link for Cambridgeshire SENDIASS

https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/service.page?id=E1PbUIt6ObU

Complaints about SEND provision are handled through the academy's complaints arrangements. Families may also seek impartial SEND information, advice and support.

17. What support services and Local Offer information are available?

Peterborough City Council's SEND Information Hub (Local Offer) provides information about education, health, social care, preparation for adulthood and local services. Hampton Gardens can signpost families to relevant services, including impartial information and advice.

Families can access local SEND services, impartial advice and the relevant local authority Local Offer through the links below.

Peterborough SEND Information Hub (Local Offer):
https://www.peterborough.gov.uk/healthcare/public-health/send-information-hub

Cambridgeshire SEND Information Hub (Local Offer): https://send.cambridgeshire.gov.uk/

Peterborough SENDIASS: https://www.peterboroughsendiass.co.uk/

18. What are our arrangements for disabled students and accessibility?

Hampton Gardens is committed to equality of access. Disabled students must not be treated less favourably because of disability, and reasonable adjustments are considered to remove substantial disadvantage. The school's Accessibility Plan sets out how access to the curriculum, physical environment and information will be improved over time.

Admissions

Admission arrangements for disabled students follow the school's published admissions arrangements and applicable statutory duties. A student must not be disadvantaged in admissions because of disability where this would be unlawful.

Preventing less favourable treatment

- Reasonable adjustments to teaching, assessment and routines
- Individual planning for medical, sensory and physical needs
- Accessible participation in trips, enrichment and physical activities
- Risk assessment and additional preparation where necessary

- Staff training and specialist advice matched to need

Facilities and physical access

Facilities and adjustments may include accessible routes and spaces, sensory or low-arousal areas, a hygiene room, adapted resources, medical arrangements and specialist equipment where required. Individual accessibility needs are considered with families and relevant professionals.

Accessibility Plan

The school's Accessibility Plan should be read alongside this report. It addresses increasing participation in the curriculum, improving the physical environment and improving access to information for disabled students.

School-specific provision summary

The statutory sections above describe the school's duties and arrangements. The following summary brings together distinctive elements of Hampton Gardens' current inclusion offer.

The Hive	Hybrid inclusion provision supporting communication and interaction, cognition and learning, and SEMH needs.
Compass	Structured, coordinated support for regulation, engagement, relationships and successful access to learning.
Parallel Curriculum	Practical, personalised learning linked to life skills, independence, vocational opportunities and future pathways.
ELSA	Structured emotional literacy support delivered by trained staff.
Nessie-informed support	Emotionally based school avoidance, anxiety, attendance and wellbeing support informed by staff training.
Sensory circuits	Planned movement and sensory activities for identified students to support readiness to learn.
Morning yoga	Calm, structured morning sessions for identified students to support regulation and body awareness.
Specialist TAs	Expertise including dyslexia, hearing impairment, visual impairment, ADHD, communication, SEMH and sensory regulation.
Medical support	Diabetes-trained staff and condition-specific training according to individual healthcare needs.

Hygiene room	Dedicated facility supporting dignity, privacy and personal-care or hygiene needs.

Review and publication

This SEND Information Report is reviewed at least annually. Any material changes to the information should be updated as soon as possible during the year. A paper copy should be made available free of charge to a parent or carer on request.

This report should be read alongside the SEND Policy, Accessibility Plan, Equality information and objectives, Supporting Pupils with Medical Conditions policy, Safeguarding policy and Complaints policy.

Legal and guidance framework

- Children and Families Act 2014, section 69.
- Special Educational Needs and Disability Regulations 2014, Regulation 51 and Schedule 1.
- SEND Code of Practice: 0 to 25 years, particularly paragraphs 6.79-6.82.
- Equality Act 2010, including reasonable-adjustment duties and Schedule 10 accessibility planning.
- Department for Education guidance on information academies must or should publish online.

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