



Hardenhuish School

Special Educational Needs Information Report (SENIR)

September 2026

To be read in conjunction with the Special Educational Needs Policy (September 2026)

Introduction

At Hardenhuish, we are committed to celebrating diversity, recognising individual strengths and needs, and ensuring that every pupil, regardless of their difficulties or additional needs, can access, engage with, and benefit from the full range of opportunities available across the school. The Learning Support Department works collaboratively with staff, pupils, families and external agencies to deliver an inclusive, needs-led approach to support.

In line with the SEND Code of Practice support is planned and allocated based on a pupil's presenting needs rather than a diagnosis. Through high-quality teaching, strong pastoral care and targeted support where required, we aim to equip young people with the confidence, skills and independence needed to thrive in school and beyond.

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1. What types of SEND does Hardenhuish support?

The SEND Code of Practice identifies four broad areas of need. Pupils may experience needs in one or more of these areas:

Area of Need	Example
Communication and Interaction	• Autism

	• Speech, language and communication needs
Cognition and Learning	• Specific learning difficulties including dyslexia • Moderate learning difficulties • Severe learning difficulties
Social, Emotional and Mental Health (SEMH)	• ADHD • Anxiety and other mental health difficulties
Sensory and/or Physical Needs	• Hearing impairment • Visual impairment • Physical disabilities • Medical conditions impacting learning

Many pupils' needs overlap across more than one area, and needs may change over time. Support is always based on identified need rather than diagnosis.

2. How does Hardenhuish identify and assess SEND?

The school follows the graduated approach outlined in the SEND Code of Practice through the cycle of:

Assess → Plan → Do → Review

Identification may be informed by:

- Information from primary schools
- Standardised assessments including CATs and NGRT reading assessments
- Teacher observations

- Progress, attendance and behaviour data
- Parent or pupil concerns
- Advice from external professionals

Regular meetings between the SENCo, Deputy SENCo, Leadership Team, Learning Managers and Pastoral Managers enable early identification of pupils who may require additional assessment, support or intervention.

3. How are pupils categorised?

Hardenhuish uses a needs-led approach and records support within three categories:

Monitor

A difficulty or disability has been identified, but needs can currently be met through the school's Universal Offer.

Examples may include:

- Adaptive teaching
- Visual supports
- Chunked instructions
- Movement breaks
- Use of coloured overlays
- Fidget tools
- Ear defenders or Loop earplugs

These pupils are monitored by the SEND department but are not on the SEND Register.

SEND Support

A pupil requires provision that is additional to or different from the school's Universal Offer.

Pupils:

- Are placed on the SEND Register
- Have support coordinated by the Learning Support Department
- Are reviewed regularly with parents and the young person

- Receive targeted support based on identified needs

Education, Health and Care Plans (EHCPs)

Pupils with EHCPs require specialist support beyond what would normally be available through a school's ordinarily available provision and resources.

Provision is delivered in accordance with statutory requirements and reviewed annually through the Annual Review process.

4. What support is available?

Universal Offer

All teachers are teachers of pupils with SEND. Every pupil benefits from:

- Adaptive teaching
- Scaffolded learning
- Explicit instruction
- Visual supports
- Flexible seating arrangements
- Clear routines and expectations
- Positive behaviour approaches
- Access to pastoral support

Targeted SEND Support

Depending on need, pupils may access:

- Teaching Assistant support
- Literacy interventions
- Numeracy interventions
- Nurture support
- ELSA support
- Mentoring
- Tailored transition support

EHCP

Admissions to Hardenhuish for pupils with EHCPs are managed by the Local Authority. The pupil's provision is outlined in the EHCP.

Enhanced Learning Provision (ELP)

Hardenhuish hosts an Enhanced Learning Provision commissioned by Wiltshire Council which is available to some pupils as allocated via their EHCP.

Our ELP operates as a *wraparound model*, providing flexible support that enables pupils to remain fully connected to mainstream school life whilst accessing:

- Academic support
- Emotional wellbeing support
- Preparation for adulthood
- Family liaison
- Organisation and independence support
- Safe spaces and check-ins

The focus is on personalised support rather than withdrawal from mainstream education.

5. How are parents involved?

We believe that strong partnerships with families are essential.

Parents are encouraged to:

- Contact subject teachers or the Year Team in the first instance with concerns
- Attend SEND review meetings
- Contribute to planning and reviewing support
- Share views about what is working well and what may need adjustment

Parents of pupils receiving SEND Support will be invited to meet with a member of the SEND team at least annually, with additional meetings arranged where required.

6. How are pupils involved?

Pupils are central to decision making regarding their support.

They are encouraged to:

- Share what is working well
- Discuss challenges
- Contribute to support planning
- Set aspirations and goals
- Participate in review meetings where appropriate

The school's focus is not only on current success but also on preparing young people for adulthood and future independence.

7. How are transitions supported?

Primary to Secondary

Transition planning begins in Year 6 and may include:

- Information sharing with primary schools
- Additional visits
- Enhanced transition programmes
- Parent meetings
- Bespoke arrangements for pupils with higher levels of need

Where pupils arrive with existing SEND Support, this information is transferred and provision is planned before admission.

Within School

Additional support may be provided:

- When changing year groups
- During examination years
- At key points of transition and change

Post-16 and Adulthood

The school supports pupils to prepare for:

- Further education
- Employment
- Independent living
- Community participation

Transition planning is particularly detailed for pupils with EHCPs.

8. How does Hardenhuish support wellbeing?

The school has a strong pastoral system which works alongside Learning Support.

Support may include:

- Tutors
- Learning Managers
- Pastoral Managers
- ELSA and nurture support
- Behaviour mentoring
- Emotional wellbeing interventions
- Access to the House as a safe and supportive base
- Referrals to external services where appropriate

The House provides nurturing spaces, support rooms and flexible provision throughout the school day.

9. What specialist services does the school work with?

The Learning Support Department regularly works with:

- Educational Psychology Service
- Speech and Language Therapy
- SSENS
- Hearing Impairment Service

- Visual Impairment Service
- Occupational Therapy
- Health professionals
- Social Care
- CAMHS and mental health services

Involvement of external professionals is discussed with families and forms part of the graduated response where appropriate.

10. How does the school support access to examinations?

Exam Access Arrangements are awarded in accordance with Joint Council for Qualifications (JCQ) regulations and must reflect a pupil's normal way of working.

Arrangements may include:

- Extra time
- Reader support
- Scribe support
- Use of a word processor
- Rest breaks

Eligibility is determined through assessment and evidence gathered within school.

11. How accessible is the school?

The school continually seeks to improve accessibility through its Accessibility Plan.

Where required, reasonable adjustments may include:

- Specialist seating
- Assistive technology
- Adapted resources
- Environmental adaptations
- Personalised support

Some limitations exist due to the nature of the historic school site and listed buildings; however, the school uses its best endeavours to ensure access wherever possible.

12. How can families find additional information?

Useful links include:

- Wiltshire SEND Local Offer
- Wiltshire Parent Carer Council
- SEND and You (SENDIAS)
- Autism Education Trust
- Dyslexia SpLD Trust

Further information is available through:

- The Hardenhuish SEND Policy
- The Wiltshire Local Offer
- School communications and review meetings

13. What should I do if I have concerns or wish to complain?

Parents should:

1. Contact the subject teacher, Tutor, Learning Manager or Pastoral Manager in the first instance.
2. Contact the SENCo if concerns remain.
3. Contact the Headteacher if the issue is unresolved.
4. Follow the school's formal complaints procedure if necessary.

The school is committed to working collaboratively with families to resolve concerns at the earliest opportunity