



SEND Provision

Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At Hannah Ball Academy, our commitment is to provide a high-quality, ambitious education for all children, including those with Special Educational Needs and/or Disabilities (SEND), ensuring every pupil achieves their full potential in line with the SEND Code of Practice (2015).</p> <p>We believe that all pupils should be empowered to become independent, curious, and resilient learners who thrive both inside and outside the classroom.</p> <p>Through carefully planned, high-quality teaching and tailored provision, we aim to:</p> <ul style="list-style-type: none"> ● Prioritise early identification and timely intervention to ensure that pupils with SEND make sustained progress and access the full range of opportunities available. ● Provide a broad, balanced, and differentiated curriculum that is accessible to all pupils, helping them understand the relevance and purpose of their learning. ● Create an accessible learning environment that is adapted and responsive to meet the diverse needs of our pupils, ensuring full participation and engagement. 	<p>At Hannah Ball Academy, we believe that every teacher is a teacher of SEND. Our commitment to inclusion is embedded throughout the school, ensuring that all pupils with SEND are supported to achieve their full potential. We strive to create an environment where every child feels valued, respected, and fully included in all aspects of school life.</p> <p>Our approach to SEND provision is collaborative and multi-faceted, involving senior leaders, teaching and support staff, external agencies, parents, and most importantly, the pupils themselves. At Hannah Ball Academy, pupils with SEND:</p> <ul style="list-style-type: none"> ● Are fully included in all aspects of the school day, including lessons, trips, and extra-curricular activities. ● Receive quality first teaching that is carefully differentiated to meet their specific needs. ● Are respected, and their contributions are valued and acknowledged within the school community. 	<p>As a result of our inclusive and well-structured SEND provision:</p> <ul style="list-style-type: none"> ● Children with SEND feel welcome, valued, safe, and respected within the school community. They develop a strong sense of belonging to Hannah Ball Academy and the wider community, which supports their emotional well-being and confidence. ● Behaviour across the school is consistently good, with a culture that celebrates diversity and promotes respect for all differences, including those related to SEND. ● Pupils with SEND demonstrate high levels of engagement in learning activities. They develop essential communication skills such as speaking and listening, alongside social skills that enable positive peer interactions. ● Children with SEND make good progress relative to their individual starting points. This is supported by targeted use of resources, quality first teaching, and small group interventions tailored to meet their specific needs.

<ul style="list-style-type: none"> ● Support pupils in developing essential life skills and independence, preparing them for future challenges and success beyond school. ● Monitor progress rigorously using a graduated, child-centred approach, we continuously assess and review the progress of pupils with SEND to inform and adapt provision effectively. ● Invest in staff development and provide ongoing, high-quality training and professional development for all staff to enhance their expertise in supporting pupils with SEND. ● Engage parents and carers as partners by actively involving parents and carers in the decision-making process, valuing their insights and fostering strong home-school partnerships. ● Collaborate closely with external agencies and specialists to enrich our SEND provision and ensure holistic support for each child. <p>This intent underpins our dedication to creating an inclusive school community where every child feels valued, supported, and inspired to achieve.</p>	<p>Additionally, pupils with SEND may receive:</p> <ul style="list-style-type: none"> ● Specific 1:1 or small group interventions to support core areas such as Phonics, Maths, and Literacy. ● Access to a range of social and emotional support interventions, including ELSA (Emotional Literacy Support Assistant) sessions. ● Use of the Butterfly Room, a dedicated intervention space where small groups can work with Learning Support Assistants, and participate in activities such as diet and yoga/relaxation to support well-being. ● Support and collaboration with external specialists, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, school nurses, and the Primary Referral Unit (PRU). <p>Our staff are trained to understand the diverse needs of pupils with SEND, including those with communication difficulties, sensory impairments, and social, emotional, and mental health needs. We use a graduated approach to assess, plan, deliver, and review support, ensuring that interventions are effective and responsive to changing needs.</p>	<ul style="list-style-type: none"> ● Pupils meet their personalised targets as outlined in speech and language therapy reports, educational psychology assessments, and Education, Health and Care Plans (EHCPs). This ensures that their unique needs are addressed effectively. ● On leaving Hannah Ball Academy, children with SEND have developed strong independence and life skills, equipping them for successful transitions to the next phase of education and adulthood.
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