



**SEND:  
INFORMATION  
REPORT  
for Parents  
September 2020**

## What is a Local Offer?

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be published on the school website and as part of Middlesbrough Council's 'local offer'. Here is the link: <http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

The key aim of Lingfield Education Trust and each of its schools is to help all pupils – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our school regularly assesses all of our pupils, enabling us to determine those who may have special educational needs as early as possible.

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, including those in our nursery. This report complements the Special Educational Needs and Disabilities Policy. We will keep this report up to date. The school's Local Governing Body will also review this report every year, and will involve pupils and parents/carers. If you want to give us feedback about the report, please contact the school office.

## Who are my main points of contact at Hemlington Hall Academy?

Your first point of contact at the school is the child's class teacher.

The Special Educational Needs Coordinator (SENDCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to school staff and work closely with parents/carers and other services that provide for children in the school.

Headteacher	Mrs K Edmenson
Deputy Head	Mr P Kirby-Bowstead
Assistant Head	Mrs J Knox
SENDCO	Miss S Lovatt
Deputy SENDCO	Mrs E He
SEND Governor	Mrs Braithwaite
Designated Safeguarding Lead	Mrs K Edmenson
Designated Person for Looked After Children	Mrs Kirby-Bowstead
Parent Support Advisor	Mrs J Harrison

### Admission

If you want a place at our school for a child with an Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Our Admissions Policy is available on our school and trust website.

## What is SEND?

### Which children does the academy provide for?

We are a primary school and we admit pupils aged 3 to 11 years. We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

**Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.

**Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children and young people with any of these needs can be included within our school community. Whilst these four categories broadly identify the primary areas of need for children and young people, our school will consider the needs of the whole child or young person and not just their special educational needs.

## Our Specialist Provision

At Hemlington Hall we have a 15-place R/Y1/Y2 Resource Base Provision (Base 1). Places are allocated by the Local Authority according to the specific needs of children across Middlesbrough.

We also have a 7-place Resource Base Provision (Base 2) currently for only children in Y3. Places have been allocated by the Local Authority, according to the specific needs of the children across Middlesbrough. This Base is part of an expansion programme and will increase to 12 place Y3/4 provision in September 2021.

We also have a 6-place Resource Base Provision (Base 3) for children who have a diagnosis of Autistic Spectrum Disorder. Places have been allocated by the Local Authority, there is no plan to increase this number at the current time.

Our Bases provide nurturing, needs-led environments enabling detailed assessment, specific and targeted work to take place on a day-to-day basis in a small group setting. We place an emphasis on the integration of these children into mainstream environments, such as their own year group, whole-school assemblies, the dining hall and playground at appropriate times and with relevant support.

Base 1 pupils may be taught within the unit for up to 3 years, or until they are 7 years old and due to make the transition to Key Stage 2. In preparation for this, staff work closely with parents / carers, Educational Psychologists and other professionals, and forwarding schools to provide a smooth and successful transfer of pupils to their new placement. It is our aim to work with the Local Authority to ensure our pupils move to a setting that will best meet their particular needs during the next phase in their education.

Base 2 pupils may be taught within the unit for up to 2 years, or until they are 9 years old and Base 3 pupils may be taught within the unit for up to 2 years, or until they are 11 years old and due to make the transition to Key Stage 3. In preparation for transition, staff work closely with parents / carers, Educational Psychologists and other professionals, and forwarding schools to provide a smooth and successful transfer of pupils to their new placement. It is our aim to work with the Local Authority to ensure our pupils move to a setting that will best meet their particular needs during the next phase in their education.

## How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Our school will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness. In identifying a child as needing SEND support, the class teacher, working with the SENDCo and/or members of the leadership team, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age, however, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves. Where it is decided to provide pupils with SEND support, the decision will be recorded in school records and we will formally notify parents. We are required to make data on the level and types of SEN in the school available to the Local Authority. The data, which is collected through the School Census, is also required to produce the national SEND information report. SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEND support plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers or if a child has a diagnosed SEND such as ASD and needs provision above and beyond that of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child or young person's SEND. An EHC needs assessment will not always lead to an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

## How does the school teach and support children with SEN?

In common with all schools in Lingfield Education Trust, we set high expectations for all pupils, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

### Teaching and learning strategies include:

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for pupils about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to computers/iPad
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of pupils' SEND

The quality of teaching for pupils with SEND and their progress is a core part of the Trust's performance management arrangements, and our school's approach to professional development for all teaching and support staff.

We record evidence of pupils' progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We will record details of additional or different provision made under SEND support as part of the child's SEND Support Plan.

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports them in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach their expected outcomes. The effectiveness of the support and interventions and their impact on the student/pupil's progress will be reviewed in line with the agreed date.

EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting, if appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- Request the views of child and their parents

## How will the curriculum and learning environment be matched to my child's/ young person's needs?

At Hemlington Hall, we believe that all pupils should have equal opportunities and should be enabled to attend school and receive their entitlement to education. Children registered as needing SEND support will have full access to the National Curriculum in keeping with our Equal Opportunities Policy. We recognise that it is important to identify additional needs at an early stage in order that positive strategies may be put in place to help particular children to enjoy a broad and balanced curriculum, equal to that of their peers, and to overcome potential barriers to learning. Our school sets suitable learning, personal and social challenges that are responsive to every child's diverse needs. We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

Where it is necessary we will:

- provide your child with different activities and / or levels of tasks to make them more accessible;
- allow your child to work with an increased level of adult support, whether in a small group or individually;
- provide your child with supporting equipment to help him / her to learn more effectively.

We have high expectations for all pupils.

Senior members of staff observe teaching and learning in school on a regular basis and report on 'inclusive' practice within the classroom context.



## Adaptation of curriculum and environment

All children are encouraged to take part in as much of school life as possible and access arrangements are made accordingly. We have arrangements in place for the admission of pupils with disabilities and ensure that they are treated no less favourably than any other pupil.

As stated in our Access Policy, Hemlington Hall Academy recognises that some of its pupils, parents, staff and visitors may have specific, individual needs when using school facilities. As part of our ongoing commitment to the delivery of inclusive education, we endeavour to ensure that disabled pupils receive the same standards of education as non-disabled pupils. We make 'reasonable adjustments' to our working practices and have continued to adapt our creative curriculum to meet the needs of all children, through an evolving personalised learning ethos. Other inclusion aspects within our school include enlarged fonts, writing slopes, wobble cushions, visual timetables, appropriate interventions and use of Teaching Assistant support.

We are also committed to improving accessibility to our school and consult with disabled pupils, parents and disability organisations in order to be more effective in the future. Hemlington Hall Academy has a Disability Equality Scheme and Accessibility Plan. This details all existing facilities in place to assist access to the school by all pupils, parents, staff and visitors. Hemlington Hall is a single storey building which has a disabled toilet accessible from the main entrance and a dropped counter at the main desk to support wheelchair access. We have an accessible changing room. We have offered parents / carers the opportunity to access any correspondence via means other than letters and leaflets.

## How are parents and carers involved in reviewing children's progress and planning support?

Parent and children are at the centre of the new SEND reforms and we aim to involve them at each stage. We promote positive partnerships with parents and actively work with them to enable their children to achieve their best. We recognise parents as the main educators of their children and operate an 'open-door' policy to share information, as well as more formal consultation evenings.

At all stages, we work with parents to agree on the best decisions and provision for their children. Parental consent is obtained prior to pupils being added to the register of Special Educational Needs and/or Disabilities.

We use the following strategies:

- \* invite parents to meet their child's new class teacher prior to their transition to a new class / environment.
- \* Have regular meetings and discussions with parents about what we have planned for their child—including sharing the child's SEND support plan and targets.
- \* Invite parents / carers into school to share in their child's learning journey, e.g. for reading sessions and 'World Book Day', context activity afternoons, open house celebrations and lots more.
- \* Invite parents to class assemblies to celebrate their children's work.
- \* Use our school website and newsletters to provide information about the curriculum and activities specific to each year group.
- \* Have parent governors.
- \* Make observations to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning.
- \* Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with.
- \* Ensure reviews are person centred. Systems such as school council, children being involved in setting own targets and a buddy scheme ensure 'pupil voice'.
- \* Extend any resources that they show a preference for.
- \* Involve parents in the regular reviews of SEN support plans and, where applicable, in the annual review of EHC plans.
- \* Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in school.

## **How are children involved in reviewing their progress and planning support?**

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to develop and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## How will the academy prepare and support my child to transfer to a new school/ college or the next stage of education and life?

With the right support, the great majority of children and young people with SEND or disabilities can find work, be supported to live independently, and participate in their community. In common with all academies in the Lingfield Education Trust, we encourage these ambitions from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and students/pupils the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

### Foundation Stage:

Before starting Nursery, your child will be visited by Nursery staff at home and invited to a welcome session. Prior to transition to Reception, you will be invited to a meeting to share information about starting school and to give you the opportunity to ask questions. You will be able to accompany your child for a 'trial lunch' in the school dining hall.

### Key Stages 1 / 2:

As your child transfers to a new year group he / she will be given the opportunity to meet their new class teacher on a number of occasions prior to their transition to a new class / environment.

If your child has particular difficulties in coping with change, additional provision may be made, e.g.

- \*They may visit their new class teacher / environment on a greater number of occasions to enable them to feel more prepared and less anxious;
- \* They may be provided with a visual support to help them to prepare for the change;
- \* It may be possible for a key supporting adult to make the transition to a new year group with him / her to provide continuity for your child.

### Transition to Key Stage 3:

When your child is ready to make the transition to Key Stage 3, his / her class teachers and the SENDCo will arrange to meet with staff from the relevant Secondary Schools to discuss any additional needs your child may have. Key Stage 3 settings now provide additional induction arrangements for pupils who require extra support, whether this be a need relating to their academic or personal, social and emotional development. You will also be invited to Open Events where you will receive the information you need to support your child in their transition.

## What training do academy staff have?

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes: identifying particular patterns of need in the academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEND most frequently encountered. The quality of teaching for pupils with SEND, with the progress made by pupils, is a core part of our Academy Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

Expertise within the school include qualifications in:

### Teaching and support staff have been trained in the following areas:

Child Protection, Safeguarding and PREVENT training

Completing SEND Support Plans

Medical Training including: Epi-pen training, Asthma training, Diabetes training, Epilepsy training

BME Awareness training

Relevant CAMHs training sessions

### Key members of staff have been trained in the following areas:

Early Help and My Family Plan

Funding for Looked After Children

First Aid and Paediatric First Aid

Speech and Language Team training and modelling sessions

Positive Handling / Team Teach Strategies

Designated Officer training

Level 4 Understanding and applying good practise with people with autism.

Autism Friendly School

ELSA (Emotional Literacy Support) training

Insights into Early Trauma.

### In addition, Miss Lovatt has completed the following training during the academic years 2017 to 2020 in order to fulfil her roles as Base 1 Teacher and SENDCo within school:

#### NASENCo Award

SEND Network meetings

LA SENDCo briefings

Lingfield Trust Network meeting

Sensory Processing Challenges training

Writing outcomes for SEND Support plans and EHCPs

Reviewing EHCP ad SEND Support Plans effectively.

Practise and Pedagogy for SEND

Effectively Implementing PIVATS 5 and monitoring the progress for SEND Children

Effective school based SEND Data Analysis

High Need and RBP Funding training / Matrix funding training

Becoming a PIVATs 5 trainer

Managing challenging behaviour

Developmental Co-ordination Disorder

Pathological Demand Avoidance training

ACEs and Early Trauma Training

An introduction to Speech, Language and Communication Needs.

Autism—supporting children in the classroom

Autism and PE

## **How does the academy measure how well it teaches and supports children with SEND?**

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Pupil Progress Meetings and SEND Reviews are held regularly. This is a meeting where the class teacher meets with members of the Leadership Team and/or SENDCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented.

## **How will my child/young person be included in activities with other children, including school trips?**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. We have high ambitions for all pupils and expect them to participate and achieve in every aspect of school life. Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

We ensure appropriate support is given to ensure that pupils identified as needing additional support can be included in the same activities as their peers, including those outside of the classroom and school trips.

For example:

- if your child has difficulties in participating in particular physical activities during Sports Day, tasks may be made simpler to make them more accessible for him / her;
- if your child has social difficulties but wishes to participate in a club for instance, a key adult may attend alongside him / her to offer support and guidance;
- if your child has a specific need, you may be invited to accompany them on an out of school visit.

We are keen to work with you to ensure that your child achieves their full potential in all areas of school life.

## **What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?**

At Hemlington Hall Academy, we have a whole-school approach to promoting the health and well-being of all of our pupils. We recognise that all adults have a full and active part to play in protecting our pupils from harm and that every child's welfare is our paramount and collective concern, as identified in our Safeguarding Policy.

We understand that developing the resilience of your child to mental health problems will enable him / her to develop into a healthy adult in the future. Our school will provide a caring, positive and safe environment for your child where he / she can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. We will offer personal, social and emotional guidance to your child at each stage in their educational journey, in line with our Policy for Personal, Social and Health Education (and Citizenship). This policy states that staff at Hemlington Hall will provide your child with the knowledge, skills and understanding that he / she will need to live a confident, healthy and independent life and become an informed, active and responsible citizen.

As a school, we recognise positive behaviours and effectively use Peer Mentors to encourage peer-to-peer support in low-level conflict situations. We also provide access to a 'nurture group' for our most vulnerable pupils.

Class teachers work with your child every day and get to know him / her well, so they will notice changes in his / her behaviour that might indicate a problem. At all times, we will keep you informed and work with you to overcome any difficulties. If necessary, we may involve other specialist services to assist in assessing, planning and supporting your child and reviewing his / her progress. Your opinions and wishes will be taken into account.

## **Pupils with medical needs**

If a pupil has a medical need then a detailed Care Plan is compiled by the teacher in consultation with parents/carers. These are discussed with all staff involved with the pupil.

We have a Policy for Managing Medicine in School. All staff are trained in treating pupils with epi-pens, asthma and epilepsy and this training is refreshed yearly. We also have staff who are trained to administer First Aid.

## **Looked after children**

Hemlington Hall offers a fully inclusive environment for children who are 'Looked After'. Whilst not all children who are looked after have identified SEND, we recognise that sometimes children may need additional support from time to time. This support can include social and emotional support such as therapeutic services and intervention for developing friendships, play skills, self-regulation and self-esteem.



## What specialist services does the academy use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEND support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed.

We access the following specialist services and expertise externally:

- Local Authority SEND Team
- Local Authority Educational Psychology Service
- Independent Educational Psychology Service
- Speech and Language Team
- Language and Learning Team
- Occupational and Physiotherapy Services
- School Nursing Service
- Health Visitors
- Social Workers
- CAMHS / LDCAMHS
- Daisy Chain
- Sarah Houghton-Birrel and Associates
- Outreach Support, e.g. from Holmwood and Beverley Schools, etc.
- SENDCo Network - Local Authority and Lingfield Trust
- Bungalow Project
- Play Therapists
- The Visually Impaired Service
- The Hearing Impaired Service
  
- Stronger families

Specialist Services staff liaise with school staff about the progress of pupils they are working with.

## Where can I get information, advice and support?

The Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). This is known as the Local Offer.

At Hemlington Hall Academy we are committed to the equal inclusion of all pupils in all areas of Early Years and Primary School life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

Further information about the Local Offer can be found on the Middlesbrough's family Information Point which is an online directory: <http://fis.middlesbrough.gov.uk/kb5/middlesbrough/fsd/localoffer.page?familychannelnew=8>

## What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.

### Other relevant policies

Other policies that include information that may be important for pupils with SEND are:

- Data protection
- Complaints Policy
- Equality and Diversity Policy
- Equal opportunities
- Accessibility
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Physical Intervention Policy
- Continence Policy



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