



SEND Information Report

The School Offer

Hedon Primary School

September 2026

Contents

1. Mission Statement.....	4
2. Values.....	4
3. Definitions and acronyms.....	4
4. Legislation and guidance.....	5
5. Aims of Hedon Primary School	5
6. SEND Staffing, roles and contact.....	6
7. Definition of Special Educational Needs and Disabilities.....	7
8. Definition of disability	7
9. SEND funding in schools.....	7
10. SEND provision	9
11. Identification and assessment of children with SEND	13
12. How the effectiveness of the provision is evaluated	14
13. Expertise and training of staff.....	15
14. Equipment and facilities to support children and young people with special educational needs	15
15. Arrangements for consulting parents & carers of children with special educational needs about the education of their child.	16
16. Arrangements for consulting children with special educational needs about their education.	17
17. Arrangements relating to the treatment of complaints concerning the provision for children with special educational needs.	17
18. External agencies and support.....	18
19. Arrangements for supporting children with special educational needs in transferring between phases of education.....	19
20. Inclusion – Access to the curriculum and wider curriculum	20
21. Complaints	21
22. To be read alongside	21
23. Monitoring arrangements	21
APPENDIX 1 SEND Assessment Pathway	22

1. Mission Statement

Hedon Primary School aims to provide a secure, caring environment ensuring pupils develop an enjoyment of learning and a belief that everyone can succeed.

Each pupil is encouraged to grow academically and socially, ensuring the best possible progress and high attainment in all areas of learning. Through the curriculum, Hedon Primary School seeks to encourage positive attitudes, a spirit of cooperation, open-mindedness, curiosity, critical analysis and independence of thought.

Our curriculum gives Hedon Primary School a distinct identity and ethos, reflecting our values, our place within the local community of Kingston upon Hull, and an awareness of the wider world in which we live. Above all, we aim to make our curriculum a stimulating experience for all our pupils, laying the foundations for success in life, regardless of sex, culture, race, background or disability.

2. Values

The values at Hedon Primary School have been identified through work with our pupils, parents, staff and governors.

3. Definitions and acronyms

ADD	Attention deficit disorder
ADHD	Attention deficit hyperactivity disorder APDRAssess, Plan, Review, Do
ASD	Autistic spectrum disorder
CAMHS	Child and Adult mental health
CYP	Child or Young person
EHCP	Education Health Care Plan
ELSA	Emotional literacy support assistants' programme
HAT	Horizon Academy Trust
HI	Hearing impairment
IPM	Individual Provision Map IPASS Integrated physical and sensory IPM Individual Provision Map
MAT	Multi Academy Trust
MLD	Moderate learning difficulties
MSI	Multi-sensory impairment
OPP	One Page Profile
PCP	Person centred planning
PD	Physical difficulties
PMLD	Profound and multiple learning difficulties
SENCo	Special Educational Needs Co-ordinator
SEMH	Social, emotional and mental health
SEND	Special Educational Needs

SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment

4. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

5. Aims of Hedon Primary School

All schools share the same aims with regard to Special Educational Needs. There is a HAT SEND Lead who works with all the academy SEND leads to ensure the consistent, highly effective provision within schools.

To promote the successful inclusion of pupils with special educational needs and disabilities. At Hedon Primary School we:

- provide pupils with high quality teaching which is adapted for individual pupils as required.
- ensure that all children have access to a stimulating, broad, balanced and creative curriculum and that they have the opportunity to be fully involved in all aspects of school life.
- ensure that all children make at least expected progress from their starting points, regardless of ability, are well motivated, have high self-esteem and a healthy self-image
- identify early, assess and make provision for those children with specific educational needs as defined above
- create an environment that meets the Special Educational Needs of each child and to value and encourage the children's involvement in their own learning process
- ensure close liaison with all relevant agencies and partners related to the meeting of all individual children's needs and in particular to value the role of the parents & carers as equal partners in their children's education
- identify the roles and responsibilities of all staff in providing for children's

Special Educational Needs, and ensure training is available to support them in their roles.

6. SEND Staffing, roles and contact

Role	Name
A Barnett	Headteacher
A Barnett	Inclusion Lead
D Clark	SEND Lead
D Barker	Governor with responsibility for SEND

All staff should be contacted using the admin email address and school telephone number; 01482 899327 or admin@hedon.horizonacademy.uk

The SEND team will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and school SEND to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the school SEND lead and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class through adaptive teaching to ensure that the needs of all pupils are met.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the school SEND lead to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

7. Definition of Special Educational Needs and Disabilities

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age;

Or

- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

SEND Code of Practice 2014

8. Definition of disability

"A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities" Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents & carers, teaching staff and governors understand and use a consistent approach in implementing support for young people with Special Educational Needs.

9. SEND funding in schools

Schools are allocated funding to support pupils in three categories

Element 1: Funding per pupil at a school (AWPU – Age Weighted Pupil Unit) – each

school will receive an amount to fund a place at the school. This is approximately £4000 per child

Element 2: Additional learning support funding – each school will be expected to provide support to meet the additional requirements of a child/young person who would benefit from this. This is allocated by the DfE and is called Notional funding It is up to £6000 per pupil

Element 3: Top up funding from the commissioner to meet the assessed needs of individual learners, based on the city's banding guidance.

When pupils are identified as having some additional needs Element 1 & 2 funding is used to support them within school. If a pupil requires additional support a request for an assessment for an EHCP would be completed. If awarded, this is Element 3 funding and is allocated by the local authority.

10. SEND provision

Hedon Primary School currently supports children who have a range of Special Educational Needs (SEND). The Code of Practice 2014 describes four broad areas of SEND:

- 1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD),*
- 2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia and moderate learning difficulties (MLD),*
- 3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health,*
- 4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).*

The teaching and support staff are experienced in supporting a range of needs. An ongoing programme of staff training is in place to ensure that staff are able to effectively support pupils as well as accessing specific training and support from external agencies when the need arises. The school works with a range of agencies including IPASS, Kingsmill outreach, and both private and NHS speech and language therapy services. Several staff are trained to specifically support with SLCN, PECs, the ELSA programme, moving & handling and SEMH needs. All staff receive training to support pupils with ASD needs, dyslexia and behaviour management strategies. Where there is a need to support any other specific difficulties or disabilities the school will seek out external agency support and/or additional training.

The procedures outlined in this section apply to all children with SEND, whether or not they have EHC Plans.

- The school follows the four-stage graduated response: Assess, Plan, Do,

Review for all pupils on the SEND register. This is in line with the local authority Graduated approach which can be found on the local offer

- <https://www.eastriding.gov.uk/local-offer/>

- The school closely monitors the progress of all children including those with Special Educational Needs and disabilities, who with extra provision, have challenging targets to make at least expected progress across a year.
- Children who are receiving support that is additional to or different from their peers, due to having Special Educational Needs, may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty,
- The approach to teaching children with Special Educational Needs varies, depending upon the needs of the particular child. Some of the interventions that are used at NAME OF School are:

(i) In class support, where a teaching assistant or teacher may support one or more children to understand the content of the lesson,

(ii) Small group withdrawal, where a member of staff may deliver a short-term literacy, numeracy or other intervention to a small group of children

(iii) One to one where there may be targeted support in their area of need,

(iv) Differentiated work within a lesson to ensure all children achieve,

(v) Specific intervention programs delivered by trained members of staff including Speech & language, ELSA, phonics, Words First, sensory, physical (including physiotherapy)

(vi) Children with SEMH needs may also receive support from the well-being team and behaviour lead

- Additional support is provided for children requiring emotional and social development in the form of social skills groups. We have a strong pastoral care team who support all children in the school including those with Special Educational Needs.
- Resources and aids may be provided to support a child including writing slopes, pencil grips, wobble cushions, sensory items, toileting and mobility aids, overlays and coloured paper are some examples. As well as physical resources children are provided with differentiated work, by expectation and outcome, and are supported by adults, both teachers and support staff.

a. The Stages – A Graduated Response

In line with the SEND code of practice 2014 and the local authority pathway (Appendix 1) the school operates a four-stage graduated approach:

1. **Assess:** the class teacher and SENCo should clearly analyse and assess a pupil's needs before identifying a child as needing SEND support.
2. **Plan:** parents/carers must be notified and consulted with wherever it is decided that a pupil is to be provided with SEND support, at this point a referral would be completed with parental support included.
3. **Do:** the class or subject teacher should remain responsible for working with the child daily. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil and continue with assessment against set targets.
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date. The outcome of this should again be shared with parents/carers and actions made following this discussion. At this point it may be necessary to refer the child to external agencies for additional support and strategies.

b. Educational, Health and Care Plan (EHCP)

The Majority of children and young people with SEND will have their needs met within the local mainstream early years providers, schools or colleges. A local authority must assess education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan, please see Appendix 1 for the local authority pathway.

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them without additional support, then this concern will be brought to the attention of the LA in the form of a request for an Education, Health and Care Plan (EHC plan).

The purpose of an EHC plan is to develop special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. When making a request for an EHC plan, the school SEND lead will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels/Foundation Stage Framework
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and the needs that they display within school
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage. Parents/carers will be involved at every stage of this process and asked to give supporting advice at key points in the process.

If the local authority deems that, following the submission of an assessment request, that an assessment should be undertaken there is a twenty-week window for this to take place. Following the assessment of need, an EHCP may be awarded and will be allocated one of the Progressive Provision levels.

c. Support for improving emotional and social development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships
- Friendship and social skills groups are run across school
- Three members of staff are ELSA trained and children are identified to
- The school has a positive reinforcement policy for behaviour
- Pupil voice is held in high priority and collated regularly
- We have a zero-tolerance approach to bullying.

d. Accessibility

All extra-curricular activities and school visits are available to all our pupils. Reasonable adjustments are made to ensure that all activities are inclusive.

- All pupils are supported to access school visits, including the residential trip. Risk assessments are carried out to try to decide whether specific

needs can be met.

- All pupils are encouraged to take part in sports day, P.E., school plays and workshops.

e. Admissions

The governing body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Equality Act 2010. Please see the Admissions Policy and section of the school website for further guidance.

Policies are available to view on the school website

11. Identification and assessment of children with SEND

Staff at Hedon Primary School know that early identification of additional needs is key to ensuring the greatest opportunities for progress and support.

All children will be assessed at different points during the year and this may determine that they require additional support or specific provision to support their needs. Assessments will be made on entry to the school or during the school year on a whole school basis and will identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

- a) On entry to school in EYFS, children's baseline attainment is assessed against all areas of the Foundation Stage Framework. If a child enters our school mid-way through the academic year or transfers from another school, class teachers will assess their capabilities in all areas of the

curriculum,

b) Any member of staff can make a written / verbal referral to the SEND lead regarding any concerns with a child which correspond to the four broad areas of SEND. We are committed to identifying any type of difficulty a child may have and then implement appropriate provision if required. Teacher's record concerns and the SEND lead will observe the child. Following this, a child may be added to the school SEND register.

c) The SEND lead may refer children to specific professionals depending on the area of need and the school has positive links with specialist support services for hearing, visual & physical development (IPASS), speech and language therapists, educational psychologists, Autism Outreach Support from Kingsmill Special School and The Children & Adolescents' Mental Health Service (CAMHS)

d) If there are concerns regarding the attainment of the child, further assessments may be carried out by the SEND lead or SEND team, for example a dyslexia or cognitive assessment,

e) Children's attainment levels in reading, writing and numeracy are used to determine whether children may have moderate learning difficulties and these will then be placed on the 'Additional Needs' register, without a specialist assessment. These children will be identified as receiving SEND Support which is personalised to their needs and levels of ability and a 'One page profile' and 'SEND Graduated Response' is written which identifies appropriate targets and provision specific to the child. Additional information regarding the child's needs and difficulties is included on the plan.

f) If a child requires a significant amount of additional support in order to access the national curriculum then the SENCo and parents & carers may work together to submit an assessment request to the local authority for an Education & Health Care Plan (EHC Plan)

12. How the effectiveness of the provision is evaluated

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires
- Monitoring by the SEND lead and other leaders
- Using provision maps to measure progress

- Holding annual reviews for pupils with EHC plans

13. Expertise and training of staff

Training is available for all staff on special educational needs as and when required. Staff will seek training opportunities from outside agencies when necessary, including outreach and transitional support (see local offer for list of external agencies) Staff will also attend training courses provided by the local authority and private providers as required. There is an on-going programme of training, and all staff receive general SEND training and updates on an at least termly basis as part of the continuing professional development programme. However, a number of staff have also received specialist training to support them in their role which includes, but is not limited to;

- Attention Autism
- Team Teach
- ELSA
- Speech & language
- Dyslexia
- Diabetes
- Epilepsy
- Moving & handling
- Physiotherapy support
- Fine & gross motor skills
- PECs

All staff complete Safeguarding Level 1 training every three years as well as completing additional safeguarding training.

14. Equipment and facilities to support children and young people with special educational needs

All requirements for equipment and facilities will be assessed for each child individually. Depending upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies in order to support a child accessing the curriculum. These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs, Northcott Special School, who provide resources for children with Autism or Speech and Language Therapists.

Hedon Primary school completes an annual accessibility audit to assess the

suitability of the site for the pupils. In recent years several adaptations have been made to the school site including;

- An Accessible toilet in KS1 and in the school entrance
- Ramps to access the school admin block and hall
- Dedicated physiotherapy area
- Adaptations to the KS1 disabled toilet to provide space for equipment, an accessible shower and medical bed
- Adaption in classrooms to allow accessibility for visually impaired pupils
- Provision of a dedicated sensory room
- Nurture provision with lowered kitchen space

15. Arrangements for consulting parents & carers of children with special educational needs about the education of their child.

Parents & Carers are involved at each stage of the assess, plan, do and review process when an EHC plan is required. Parents & Carers are invited to discuss with the SEND lead and/or class teacher the needs of their child in the first instance during transition meetings, parents' evenings or through our 'open door' policy if they are concerned about their child's needs or progress whether or not an EHCP is in place. This allows for parents & carers to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents & Carers can have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents & Carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class teacher informally,
- b) Parents & carers' evenings when advice and support in helping their child at home can also be given. In addition to this
- c) A termly meeting with the class teacher to review school documentation if children are on the SEND register.
- d) A formal review of their child's progress and provision with the SEND lead and/or class teacher if appropriate, or yearly if an EHC plan is in place.

If a child has been identified as having SEND but an EHC plan is not required, parents & carers will be involved in the monitoring and discussing process (a) (b) and (c) as above. Each child on the 'additional needs' register has a 'graduated response' document to focus targets and provision which is personalised to the child.

During these meetings/discussions, a 'person centred approach' allows for professionals and parents & Carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

16. Arrangements for consulting children with special educational needs about their education.

The child/young person is involved (as is appropriate) at every stage of the assess, plan, do and review process:-

- At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
- Where the child may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents and carers, and those who know them best, may also be sought.
- Any documentation used as a part of the agreed provision (for example, One Page Profiles and Individual Provision Maps) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.

The child/young person is able to discuss any aspect of their provision in a number of ways:-

- Informally with their class teacher on a regular basis.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision with the SENCo. A child may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents & carers/carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

17. Arrangements relating to the treatment of complaints concerning the

provision for children with special educational needs.

The school has a policy for dealing with complaints and in the first instance this should be referred to. Parents & carers are directed to first speak with their child's class teacher with any concerns and/or questions regarding their child's needs. Complaints about SEND provision within the school can be dealt with through the Horizon Complaints Policy. Initially, Stage 1 and 2, a meeting between the class teacher and parent/carer would take place with the SENCo. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head of school during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached a formal complaint would be submitted to the Trust Clerk for the Stage 3 process.

The school participates fully if receiving requests for information for tribunals or assisting parents & carers in formulating appeals etc.

18. External agencies and support

Where staff have concerns that a child may require additional or external support to meet their Special Educational Needs, a request for support can be made to the local authority service provider and / or other professional support service or voluntary organisation.

Links to all of these can be found in the East Riding Authority Local offer <https://www.eastriding.gov.uk/local-offer/>

All support information and relevant contact details for parents can be located in the links which are provided in the Hull Authority's Local Offer which links to clause 32 of The Children and Families Bill.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment which may lead to an EHC plan.

Details of this may be found in the DFE SEND Code of Practice 2014. A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.
- Social, Emotional, Health and Mental

Throughout this process, the local authority has a duty to request the opinions of parents & carers, the school, and other involved professionals.

Following a Statutory Assessment, the local authority will decide whether an Education Health and Care Plan is considered appropriate for the child.

19. Arrangements for supporting children with special educational needs in transferring between phases of education

All children with Special Educational Needs will require support and planning when they transfer between key stages from 0-25, which follows the standard structure of: Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 which would be relevant to our children.

Where a child has an EHCP a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEND Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with SEND, and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories if appropriate. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health and Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

When children are transitioning within school they will be provided with a transition booklet and/or video containing relevant photographs of staff and environment, and additional information, in order to prepare them. They will be offered additional opportunities to visit the new environment and spend time with the staff.

For specific arrangements for pupils with physical needs please see the school Accessibility Plan. All needs for equipment or facilities will be assessed for each

pupil individually by an appropriately trained professional. Dependent upon the nature of need, funding may be provided by the school, or requested from other appropriate agencies. Support will be provided as necessary by external agencies.

20. Inclusion – Access to the curriculum and wider curriculum

All children in school are given access to a broad and balanced curriculum. The curriculum is carefully planned to ensure that it is relevant to the school context and the intent, implementation and impact of all lessons meets the varied needs of all groups of learners. Children with SEND are fully integrated, where possible, into the whole school. The school has adopted a number of strategies in order to ensure full and complete access:

- individual approaches and strategies – carefully planned to meet the needs of the child
- in class support*
- withdrawal/support*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching i.e. support outside agencies

**In- class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, phase structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.*

Access to the curriculum is enabled via adaptive teaching or task or approach. In each curriculum area, advice is given on making specific subjects accessible to all pupils.

Regular assessment helps class teachers determine the next learning step for each pupil. Children with SEND will have a small step approach which will be detailed in their Individual Provision Map

The school has a range of extra-curricular opportunities on offer which are available to ALL pupils. Adaptations and additional resourcing are available to enable pupils with additional needs and disabilities to access extra-curricular activities. Schools take part in inclusive events both in school, Trust and within the local authority.

The school will make reasonable adjustments to allow pupils with SEND to participate in all activities.

21. Complaints

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher, then the SEND team, who will try to deal with the complaint as efficiently and effectively as possible. If the parent is unhappy with the response from the SEND team please refer to the schools' complaints procedure which is available on the school website.

22. To be read alongside

School

HAT SEND Policy 2025

Accessibility Plan 2024 – 2028

Admissions Policy

Anti-Bullying Policy

Equalities policy and objectives

Medicine and supporting pupils with medical

needs Positive Relational Policy

Local Authority

East Riding Local Offer: <https://www.eastriding.gov.uk/local-offer/>

23. Monitoring arrangements

This policy and information report will be reviewed by Mrs H. Chamberlain (MAT SEND Lead) and school SEND leads annually. It will also be updated if any changes to the information are made during the year.

APPENDIX 1 SEND Assessment Pathway

Graduated approach to addressing needs:

- Quality First Teaching- class teacher consults with SEND lead and completes a one-page pupil profile and a Cause for Concern document. Low level class-based interventions, support, reasonable adjustments and modifications to the curriculum introduced and impact reviewed.
- If CYP is not making expected progress / remains a significant cause for concern despite class-based intervention / support, class teacher consults with SEND lead and Assess-Plan-Do- Review cycles of support / intervention introduced over at least 2 terms recorded on the Individual provision map document. Outside agencies may be involved.
- CYP is not making expected progress against A-P-D-R targets and remains a significant cause for concern: Person Centred Planning (PCP) meetings held with parents, key staff (including outside agencies) and CYP. My Support Plan completed as part of PCP meeting and Assess- Plan-Do-Review cycles continue. Support Plan reviewed termly alongside A-P-D-R targets.
- CYP is still not making expected progress and remains a significant cause for concern and more support is needed. The Support Plan and at least 2 cycles of intervention as evidenced on the A-P-D-R template are submitted as the basis for request for statutory assessment of special educational needs.
- Statutory assessment pathway followed to request an EHCP

Quality First Teaching (as outlined in the Removing Barriers to Achievement (2004) paper and the National Strategies three waves of intervention model).

High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people.



Cause for concern:

If **Quality First Teaching** and effective differentiation is not alleviating the concerns regarding a child or young person's progress then the setting will consider following the graduated response and addressing the relevant SEN* needs via SEN Support.

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Support:

In school strategies to support needs.
School / setting begin the four part cycle of the graduated response – **Assess - Plan - Do - Review** (A-P-D-R).
Depending on CYP's needs it is possible a number of cycles of A-P-D-R will occur.

SEN Support:

If child is still not making expected progress after agreed interventions have taken place, further interventions and involvement of external professionals may be appropriate.
Once these have been agreed continue to follow A-P-D-R.

SEN Support:

Support Plan drawn up with input from child, parent and relevant professionals.
A-P-D-R cycle continues.

SEN Support:

Meet with family and CYP at least termly to assess needs and discuss progress.

Statutory assessment:

PCP Meeting held with child, family and relevant professionals as part of My Support Plan review. Support Plan and A-P-D-R used as basis for request for assessment.

