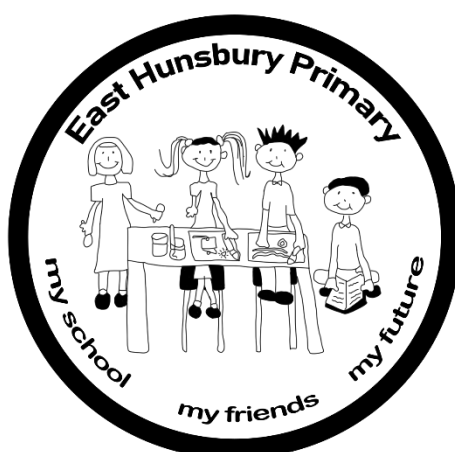


Special Educational Needs (SEND) Report

East Hunsbury Primary School



Approved by: Governing Body

Date: 17/03/2025

Last reviewed on: March 2025

Next review due by: March 2026 – note: this document should be updated **annually** and as soon as possible when any of the information in it changes

Version	Date	Author	Changes
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AIM

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND and Inclusion policy which can be found [here](#).

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Dyspraxia

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

- Our SENCOs name is: Lindsey York
- Our Specialist Unit Lead is: Lucy Boswell

Lindsey and Lucy work closely together to support pupils across the school. Between them they have almost 50 years of teaching experience. Both are qualified teachers.

Both have over 12 years of experience in this role and have previously worked in other mainstream and specialist settings.

They achieved the National Award in Special Educational Needs Co-ordination in 2012.

Lindsey has an MA in SEN education with a focus on pre-key stage learning.

Both Lindsey and Lucy sit on a range of Local Authority groups and panels relating to SEND.

A proportion of their working week is allocated to managing SEND provision.

Another member of our staff, Mrs Kelly Roberts, is also studying the NPQ SENDCO qualification and leads our Nest Class enhanced provision.

Pastoral team

We have a Pastoral Team that includes the SENCOs, our Attendance and Behaviour Lead and our 2 x part time Family Support Workers. We also have 1 Higher Level Teaching Assistant (HLTA) and 1 part time Teaching Assistant (TA) in this team, who are assigned specific roles.

Our Behaviour Lead, Family Support Worker, HLTA and TA lead interventions across all year groups and offer support to pupils and their families whilst always working closely with the SENCOs.

Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Class teachers have taken part in training with external professionals such as the Virtual School, training around Trauma and the Teacher of the Deaf, training around deaf awareness. At East Hunsbury Primary School we believe that every teacher is a teacher of SEND.

Teaching assistants (TAs)

In our mainstream setting, we have a team of 14 TA's who work a mix of full and part time hours, including 2 Higher Level Teaching Assistants (HLTAs) who are trained to deliver SEN provision and interventions.

In the Specialist Unit, we have a team of 14.5 TAs, including 3 Higher Level Teaching Assistants (HLTAs).

We have a number of teaching assistants who are trained to deliver interventions such as Number Stacks, Herts for Learning, Colourful Semantics, Language for Thinking, WELLCOMM, NELI and Forest School.

In the last academic year (2024-2025), TAs have been trained in:

- Why visuals in the classroom are important
- Dyspraxia awareness
- ADHD awareness
- Sensory integration

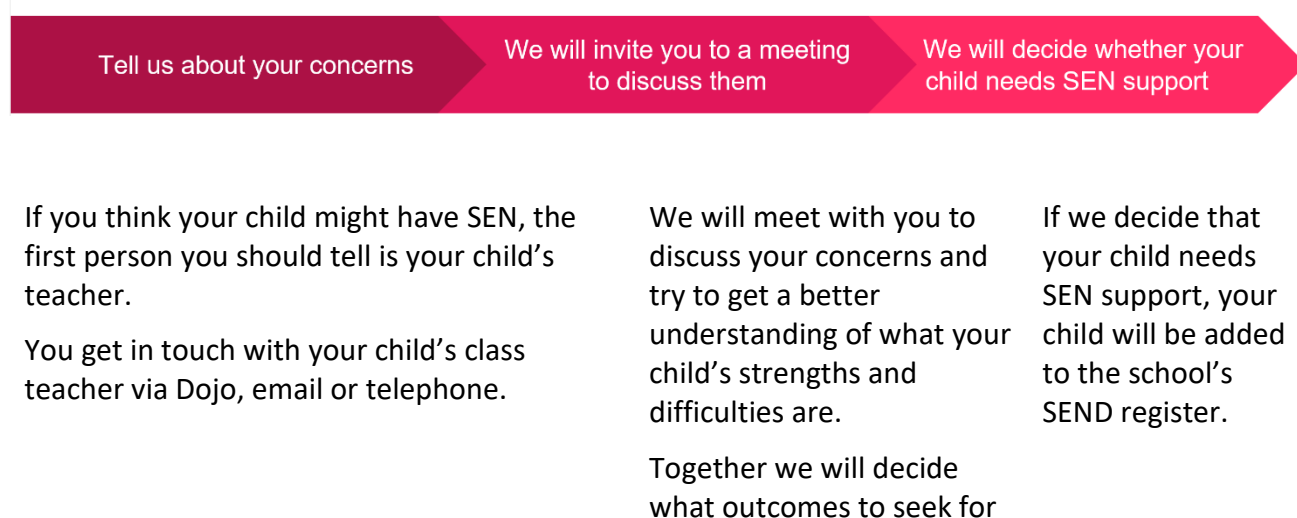
- How to use Widgit effectively
- Assessment for All and Evidence for Learning
- Word Aware
- Developmental Language Disorder – strategies to support learners

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Physiotherapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Jogo Behaviour Support
- Community Team for People with Learning Difficulties (CTPLD)
- School Attendance Support Officers (SASOs)
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



They will pass the message on to our SENCO, (Lindsey York or Lucy Boswell) who will be in touch to discuss your concerns.

You can also contact the SENCO directly via email or telephone:

Lindsey York

YorkL@easthunsburyprimary.org

Lucy Boswell

BoswellL@easthunsburyprimary.org

your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will complete a SENCo referral form, and will contact you to discuss the possibility that your child has SEN.

The SENCO or a member of the pastoral team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support.

If your child does need additional SEN support, their name will be added to the school's SEND register, and the SENCO will work with you. Some pupils may need a Pastoral and Learning Plan, which collates all the interventions and support in one document.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress.

Your child's class teacher will meet you twice a year during Parents' Evenings to:

- Discuss your child's progress
- Review progress towards end of year outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. Therefore, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher via Dojo, email or telephone.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written or pictorial (symbol supported) child's voice
- Discuss their views with a member of staff who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, pre-teaching or overlearning etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis for specific activities / tasks etc. when this need has been identified by the SENCO, external professionals or within their EHCP.
- Teaching assistants may support pupils in small groups for a targeted intervention or when directed by the teacher or SENCO

We may also provide the following interventions:

Area of need	Condition	EXAMPLES OF How we MAY support these pupils
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables AAC Social stories Comic strip conversations Sensory breaks

	Speech and language difficulties	Speech and language therapy DLD and me Word Aware Language for Thinking Colourful Semantics NELI WELLCOMM Time to Talk
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Reading rulers Symbol support Sensory breaks Scaffolded work Number Stacks Stareway to Spelling Yoga OT specific intervention
	Moderate learning difficulties	Writing slope Symbol support Sensory breaks Scaffolded work Additional processing time Number Stacks Adult support as needed
	Severe learning difficulties	As above with further adaptations as needed AAC

Social, emotional and mental health	ADHD, ADD	Quiet or individual work areas Sensory breaks Fidget toys Wobble cushions Theraband Chew toys Forest School nurture group
	Adverse childhood experiences and/or mental health issues	As above FSW intervention Yoga Specialist music Forest School nurture group
Sensory and/or physical	Hearing impairment	Teacher of Deaf engagement and suggested interventions/support for example: Seating position in class Amplified lessons
	Visual impairment	Visual Impairment team engagement and suggested interventions/support for example: Limiting classroom displays Rest breaks Enlarged fonts and texts Use of ipad or kindle Walk throughs of the environment
	Multi-sensory impairment	The relevant interventions/supports from above OT specific intervention Sensory circuits Sensory breaks Tactile/visual resources

	Physical impairment	OT specific interventions Physiotherapist specific interventions Specialist equipment e.g. seating, standing frame, walking aids
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These interventions are part of our contribution to West Northamptonshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress regularly
- Reviewing the impact of interventions after the appropriate number of weeks (depending on the intervention)
- Gathering pupil voice
- Monitoring by the SENCOs
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will attempt to seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We work hard to ensure that our clubs, trips and activities are inclusive and safe for all of our children. We work closely with our external partners e.g. Kids Club and sports clubs to support or advise them on equality and an inclusive approach. Our trip form includes questions which asks the lead teacher responsible for the trip to reflect on the accessibility and inclusivity of the trip taking into account the needs of all children.

All pupils, where appropriate, are encouraged to go on our school trips, including our residential trips.

All pupils, where appropriate, are encouraged to take part in sports days, school performance and special events.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments as needed.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

East Hunsbury Primary School admits children with already identified special educational needs as well as providing for children not previously identified as having SEND. The admission of children with special educational needs and/or disabilities involves close liaison with the SENCo throughout the admissions process, which will otherwise be the same as for any other student.

Children with special educational needs and/or disabilities but without EHCPs will be treated on an equal footing with other applicants for admission, based on the school's published admissions criteria, and will not be refused admission on the grounds that they do not have an EHCP or are currently being assessed.

Children with EHCPs will be admitted to the school based on the school's published admissions criteria and when consultation with the Local Authority has confirmed that the school is able to meet the needs of the child.

The school operates an equal opportunities policy for children with special educational needs and/or disabilities, who are afforded the same rights as other children. This includes both those children with EHCPs and those on various identification pathways including pupils who may be neurodiverse.

13. How does the school support pupils with disabilities?

East Hunsbury Primary School will take steps to prevent disabled pupils from being treated less favourably than other pupils.

We will use our best endeavours to ensure that no child is unable to attend our school because of any special need or disability.

In order to promote equality of opportunity for disabled children, we will make reasonable adjustments to prevent them from being disadvantaged.

In practice, we endeavor to ensure that classroom and wider curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs and/or Disabilities.

Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

For more information, please see the Equality and Diversity Policy and Accessibility Plan. These can be found on our website [here](#).

14. How will the school support my child's mental health, and emotional and social development?

The following are examples of the interventions we offer to children who may need more targeted support for social, emotional and/or wellbeing needs:

- Protective behaviours development
- 1:1 support with our FSW or a member of our pastoral team
- Thoughts, feelings and behaviours
- Social skills and interactions
- Emotion coaching
- Peer relationships/healthy relationships
- Positive self-esteem intervention
- Growth mindset intervention
- Extended transition programme (transition cafe)
- Access to specialist yoga teacher
- Forest School nurture groups
- Therapeutic music sessions
- 3 sensory pathways which allow for sensory regulation outside of the classroom environment

In addition, it may be appropriate to seek further support from external agencies such as the Educational Psychology Service, JoGo – behaviour support, SaLT, Community Paediatricians and the Occupational Therapy Service.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Transition visits occur for all children transferring to Reception or from Year 6 to Year 7.

- Visits are arranged in the summer term prior to children joining East Hunsbury Primary School.
- The EYFS Team offer a wide range of transition opportunities such as stay and play and a teddy bears' picnic.
- The transition for children with EHCPs can begin as soon as East Hunsbury Primary School has been named as their new school.
- Some children follow an extended transition programme led by a member of the pastoral team. This can include additional visits to East Hunsbury Primary School/their new provision prior to transition days, visits to the learner's early years setting or primary school/secondary

school, additional meetings with primary schools/secondary schools and parents/carers and/or liaison with relevant external agencies.

- A transition cafe is also hosted by a member of our pastoral team for children moving on from year 6 to year 7 who have additional concerns or worries.
- Hero's Journey work is used for some of our year 6 pupils to support transition into year 7.

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a meeting with the SENCO or member of the pastoral team of when the pupil's SEN is discussed
- Schedule sessions such as eating lunch together, playtimes or story time with the incoming teacher towards the end of the summer term
- When children transition from class to class or year group to year group we create bespoke transition books or stories and children may receive additional support from the pastoral team

Between schools

When your child is moving on from our school, we will share all relevant information with the new setting to support a successful transition.

Between phases

The SENCO of the secondary school will meet with our SENCOs to discuss the needs of all the year 6 children who are receiving SEN support.

All pupils are invited to a taster day at their allocated secondary school and additional visits for pupils with SEND are organised as necessary.

16. What support is in place for looked-after and previously looked-after children with SEN?

Lindsey York, SENCO, is also the designated teacher for looked-after children. She will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCOs in the first instance. If a parent or carer is not satisfied with the response given, the Complaints Procedure as outlined on the school's website may be followed. The Complaints Policy can be found [here](#).

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Further information can be found here on West Northamptonshire's website [Mediation and disagreement resolution | West Northamptonshire Council](#)

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Northamptonshire Support for Children with SEND:

If you need further information or have any questions about the wider services available for children and young people with SEND in West Northamptonshire, please refer to the Local Offer by visiting their website at <https://www.westnorthants.gov.uk/local-offer>

The Local Offer provides information and guidance on what is available for parents/carers and children in areas such as:

- special educational provision
- health provision
- social care provision
- other educational provision
- leisure and sports opportunities
- arrangements for children and young people to travel to schools and early years education

If you are having trouble finding a service, the Local Offer team can be contacted on 0300 126 7000, or by email localoffer@westnorthants.gov.uk

For regular and current updates on services and activities available in the local area, please also see the Local Offer X (Twitter) feed @WestNorthants

Some national charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **CTPLD** – community team for people with learning difficulties
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages