



SEND Information Report

2025-26

HENHURST RIDGE PRIMARY
ACADEMY

Welcome

I am Mrs Jones, and I am SENDCo here at Henhurst Ridge Primary Academy. I carry out of the role of SENDCo (Special Educational Needs and Disabilities Co-Ordinator) which involves supporting and coordinating provision for children with Special Education Needs and Disabilities (SEND).

If you are ever concerned about your child's progress or development, please speak to the class teacher in the first instance. The teacher can then complete a referral form to request SENDCo support or advice if needed.

If you would like to speak to me, I can be contacted via email (sendco@henhurstridgeprimaryacademy.org) or by calling the school office on 01283 372200 (during school hours) .



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What is Our SEND ethos and approach?



We have an inclusive ethos in all areas of school life, including teaching, learning and the curriculum. We use inclusive, targeted Quality First Teaching (QFT) with adapted planning to support ALL children in accessing the curriculum at their level. Teaching Assistants (TAs) are also used in lessons to support individual pupils or small groups.

Pupils with SEND have opportunities to take part in all extra-curricular clubs and join in with trips and visits.

Assemblies, PSHE and the wider curriculum are used to raise awareness, promote diversity, and discuss issues such as bullying and discrimination.



What types of SEND are provided for?

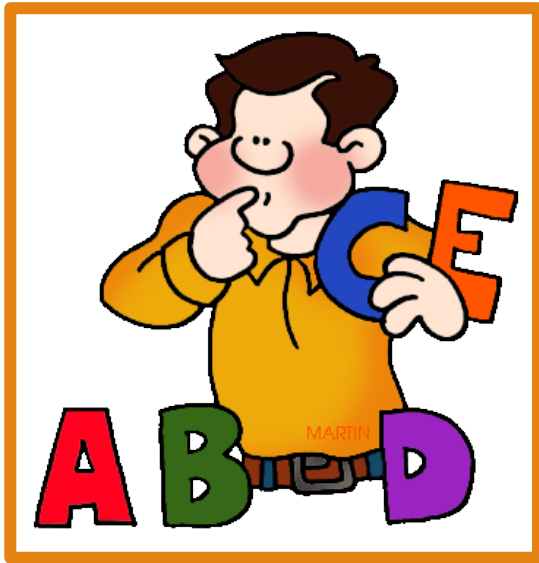


We are an inclusive school that aims to meet the needs of ALL learners. A pupil has SEND where their learning difficulty or disability calls for special educational provision; this is provision different from or additional to that which is normally available to pupils of the same age. The types of SEND that are provided for fall under 4 broad areas:

Communication and Interaction: Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and Learning: Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, through to profound and multiple learning difficulties where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. Specific learning difficulties, affect one or more specific aspects of learning - this encompasses a range of conditions such as dyslexia and dyscalculia.





Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Sensory and/or physical needs: Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

How does the school identify and assess children with Send?



At Henhurst Primary Academy, we know that early identification of a problem leads to early help for a child. Information to help identify children with SEND is gathered from:

- Parents/carers and the child's views
- School staff
- School-based assessments

Additional advice/assessments may be gathered via referral to outside agencies such as:

1. Specialist Education Needs Inclusion Services (SENIS)
2. Speech & Language Therapists (SLT)
3. Paediatricians
4. Occupational Therapists & physiotherapists (OT)
5. Social Care
6. Educational Psychologists (EP)
7. Early Help Team





Quality First Teaching (QFT)

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



INTERVENTIONS

If Quality First Teaching is not enough to meet a child's needs, then we put in place time-limited, evidenced-based interventions to target skills that we have identified as being delayed in developing for a child. The aim is for the child to catch up to age-related- expectation (ARE) with that skill. If this does not work, then we put in place Personalised Learning Plans (PLP) and Provision Maps (PM) on an individual basis to meet a child's individual needs.



Communication & Interaction	Cognition & Learning	Social, Emotional & Mental Health	Sensory and/or Physical
<ul style="list-style-type: none">• Wellcomm• Role Play• Play Mobil• Lego Talk• Debate Forums	<ul style="list-style-type: none">• Read Write Inc• Collaborative problem solving• Maths, English interventions• Phonics catchup• Precision teaching	<ul style="list-style-type: none">• Emotional Literacy support (ELSA)• Play Mobil• Lego Therapy• Physical Literacy• Zones of Regulation• Art Therapy• Calming toolbox	<ul style="list-style-type: none">• Sensory Circuits• Fine motor skills programmes• Touch Typing – dance mat etc



Referral for an EHCP.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

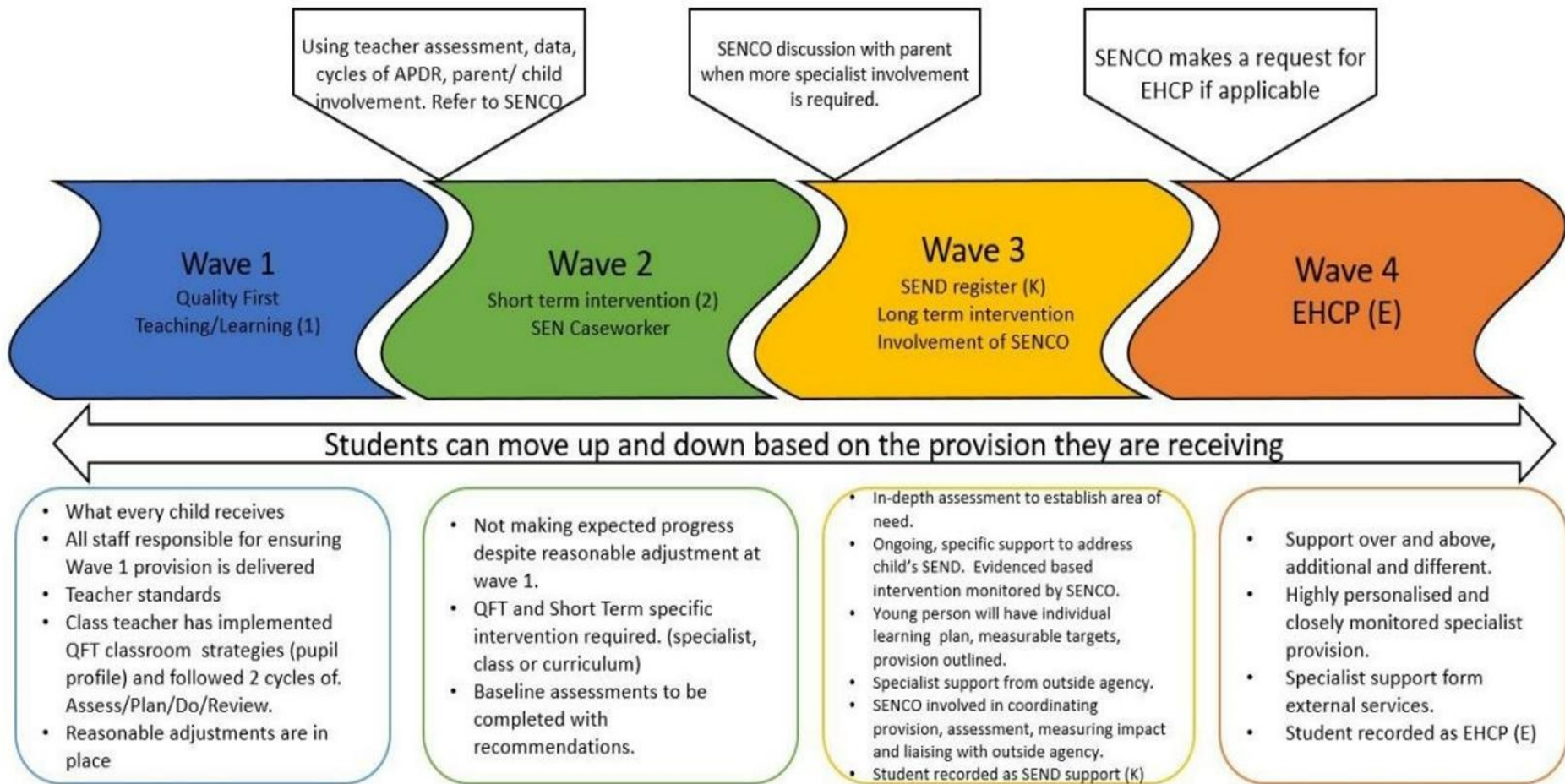
All the information for parents.

- An EHC Needs Assessment can be requested when a child has a learning difficulty or a disability and is not making the progress expected with the support that is being put in place, or the parents of the child believe that the education setting is not able to provide the help and support which is needed.
- Families and schools are encouraged to work together to discuss the provision in place for a child and decide if/when statutory assessment is appropriate. An EHC Needs Assessment is usually requested by the school but can be requested by a parent.
- An EHC Needs Assessment may result in an **Education, Health and Care Plan (EHCP)** being issued. Parents have the right to appeal against a decision not to issue an EHC Plan.
- An EHCP is a document which sets out the education, health and social care needs of a child and the support that is necessary to help them to progress and achieve their outcomes (for some this may be up to age 25).
- Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review meeting.



The graduated approach

The SENDCo identifies children with SEND through cycles of **assess, plan, do, review**.



How does the school communicate with me and my child?

We value the importance of good home-school communication. All children on the SEND register have a Personal Learning Plan (PLP) – this outlines your child's targets and SEND provision. Parents/carers are invited to a termly PLP meeting to review progress towards outcomes, evaluate the effectiveness of provision and discuss and agree targets.

We also share information in the following ways:

Annual Review Meetings (for children with an Education, Health and Care Plan).

Team Around the Family (TAF) meetings (where outside agencies are involved).

Parents' evenings with parents, children & teachers.

Weekly newsletter.

Information on our website.

Tapestry or Seesaw, Arbor & email.

Annual reports.



How does my child have his/her say?



We talk to the children regularly about their learning and progress.

Where appropriate, children are invited to PLP meetings to share their views. Sometimes we collect the child's views before the meeting using different methods such as questions or using pictures to communicate ideas.

Children are invited to parents' evenings to share their views.

Each class also has a Pupil Parliament representative to share their views, which includes children with SEND.



How will my child be supported with transitions?

Transitions from pre-schools/nursery schools:

Pupils due to join our reception class visit the school/classroom prior to starting and meet with staff. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting. The SENCo and/or Reception class staff will attend pre-school TAC meetings prior to a child with SEND attending school if appropriate.

Transitions from class to class:

Prior to the start of a new academic year, class teachers and TAs receive information about the SEND children in their class, including their PLP and One Page Profile. Relevant training/courses is arranged for teachers/TAs as needed.

Transitions to/from another primary school:

All children with SEND can visit the school and have a tour prior to starting to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.

We have a highly skilled pastoral team to monitor well-being and playground Peer Buddy's to help children make new friends.

All school SEND records are passed on to any other school a child transfers to.

Transitions to secondary school:

Where children with SEND are transferring to Secondary School, the SENDCo will contact the secondary school to transfer SEND information and discuss transition support.

All pupils in Y6 are offered transition visits to their secondary school.





SEND Facilities

We also have a range of intervention spaces across the school.

- Our fantastic ELSA Room is used for social, emotional and mental health interventions.
- We have a Sensory Room with special lighting, full of useful equipment to help those who need it to regulate.
- There are wonderful Dance Studio (upstairs) and Hall (downstairs) spaces where Sensory Diets can be completed.
- Throughout the school there are Calm Zones and Zones of Regulation in corridor spaces to help those who need time away from the classroom.



SEND resources

We have a range of SEND resources and equipment for use throughout the school if needed or recommended. We also have a school dog, Luna, who works with children.

Resources include:

Writing slopes

Pencil grips

Specialist cutlery

Fiddle toys

Stress balls

Ear defenders

Balance balls

Wobble cushions

Sensory balls

Balance boards

Scooter Board



Staff Training

We strongly believe that staff development allows us to better understand and, therefore, meet the needs of our children. Staff training is an ongoing process.

- The SENCo is a qualified teacher who holds the National Award for SEND Co-ordination.
- We have two staff trained in Emotional Literacy support.
- We have a Pastoral Worker. His name is Mr. Furniss.
- The SENDCo attends regular SENDCo up-date meetings and forums run by the Local Authority and Reach2 relating to the needs of pupils within the school.
- Regular opportunities are given to staff to attend courses on relevant SEND topics. An up-to-date list of all the courses teaching and support staff have attended can be obtained from the SENDCo.
- Staff training needs are also supported through INSET days, peer mentoring and coaching, modelling, observation, working with outside agencies and staff meetings.



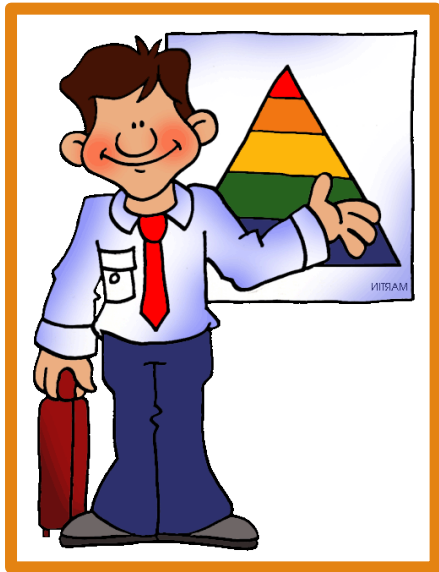
WHERE CAN I FIND SEND SUPPORT AND INFORMATION?



- Staffordshire Local Offer (<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>) has a wealth of information for children and young people with SEND and their parents and carers about education, health and care services, leisure activities and support groups.
- Staffordshire SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to SEND. It is free, easy to access and confidential (<https://www.staffs-iass.org/home.aspx>).
- Staffordshire County Council (<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>)
- Our SEND Policy contains more information – this can be found on our school website (<https://henhurstridgeacademy.org/>).



Problems and Complaints



At Henhurst, we encourage parents to get in touch if they have concerns about their child's learning. However, if you are unhappy with the special educational provision that your child is receiving:

Your first approach is to speak to your child's class teacher – you can visit or telephone the school office to make an appointment.

If the problem or concern persists, the next step is to speak to the SENDCo by arranging an appointment via the school office or emailing sendco@henhurstridgeacademy.org

If necessary, the next step is to approach the Head Teacher, you can make an appointment via the school office. It is the Head's job to hold staff to account if things are not right, or to explain why the school is unable to meet a request. We encourage parents to share concerns early so that they do not become a problem.

If your concerns are not resolved, please see our Complaints Policy for advice on how to proceed, this can be found on our school website.

