

SEND Information Report

Revised October 2025

Next Review October 2026

Reviewed by Mrs E Parnaby

SENDCO: Mrs E Parnaby

SEND Governor: Mr R Biglands

Emotional Wellbeing Mentor: Mrs C McWilliam

Senior Mental Health Lead: Mrs E Parnaby/ Miss H Twidale

At East Halton Primary School, we provide for children who have Special Educational Needs and/or disability (SEND) and the Governing Body and staff are committed to providing an appropriate, inclusive and high quality education to all our children. We believe that all children, including those identified as having SEND have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. We believe children with SEND should be fully included in all aspects of school life which may include after school clubs, residential visits, school trips and extra-curricular clubs.

Legislation and guidance

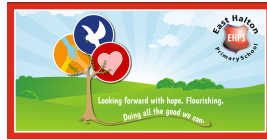
The SEN information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Section 69 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, SEND co-ordinators (SENDCOs) and the SEN information report
- Equality Act (2010)
- Mental Capacity Act (2005)

Relevant school policies underpinning this SEND information report include:

- SEND Policy (September 2025)
- Equality and Diversity Policy, (2025)
- Accessibility Plan (2023)

What kind of Special Educational Needs does the school make provision for?



Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, speech, language and communication needs (SLCN), Autism spectrum disorder (ASD)
- **Cognition and learning**, for example, specific learning difficulties (SpLD) including dyslexia, dyspraxia and dyscalculia, moderate learning difficulties (MLD), severe learning difficulties (SLD), global delay, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties**, (SEMH) for example, attention deficit hyperactivity disorder (ADHD), depression, eating disorders, attachment disorders, anxiety, self harming
- **Sensory and/or physical needs**, for example, visual impairments (VI), hearing impairments (HI), multi-sensory impairment (MSI), processing difficulties, epilepsy, Cerebral Palsy (CP)

We follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.
- Medicines are administered by office staff or key people working with the child. However, a Health Care Plan for this is always decided upon with the child's parent.

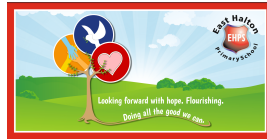
Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

As of September 2025, we have 7 children receiving additional SEND support. This equates to 24.3% of the school population. There is currently 1 pupil with an Education, Health and Care Plan. This equates to 3.4% of the school population

How does the school identify and assess children's Special Educational needs?

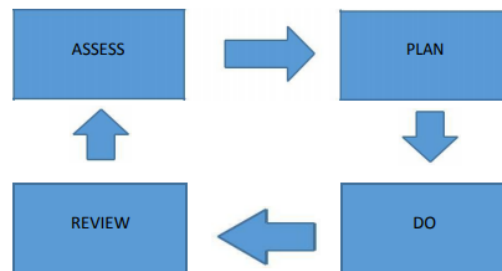
We recognise the importance of early identification and assessment of children with SEND. The identification of children with SEND is done through completion of an 'Initial Concern' document.

All members of the teaching staff have a part to play in the initial identification of pupils with possible Special Educational Needs. This identification of needs will



be based on the class teacher, teaching assistant and SENDCO's observations, assessment of the pupil's work and progress through all areas of the curriculum and also information from parents and any outside agencies.

Underpinning ALL our provision in school is the graduated approach cycle of:



This is an ongoing cycle to enable individual provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables appropriate support and interventions to be put into place which are personalised to meet individual needs and which are effective in enabling pupils to achieve good progress and outcomes.

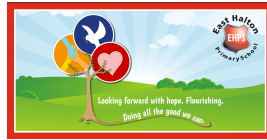
Parents/carers can access support when they have concerns regarding their child's progress and well-being by speaking to the Class teacher in the first instance or by arranging a meeting with the SENDCO. We value the contributions of all parents/carers, taking their comments and worries on board and working together to overcome these to ensure every child reaches their full potential.

We use accurate and focused assessments, as well as standardised testing to identify any concerns. However, additional and different assessment tools may be required when children are making less than expected progress. Less than expected progress can be characterised as 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.

A range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. These assessments may include:

- Scotopic Sensitivity Screening
- Boxall Profile



- Strengths and Difficulties Questionnaire
- British Picture Vocabulary Scale
- ASET Checklist
- Speech Sound Checklist
- Madeleine Portwood assessment of motor skills
- Basic Number assessment
- Salford Reading and Comprehension assessment
- Dyslexia Screening
- Little Wandle Phonics placement assessments
- Occupational Therapy Checklist
- Phonics Screening check

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to Secondary school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher / SENDCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour/ABC checklists may also be used to analyse and consider any patterns of behaviour.

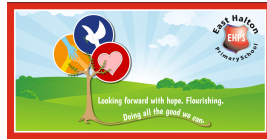
Parents/carers are always informed if school staff consider that their child requires additional support. In consultation with the parent/carer, it may be decided that the child needs to be placed on the Special Educational Needs Register and they are asked to sign an acknowledgement form where possible.

Provision for children on the SEND register

At East Halton Primary School, we use the 'Graduated Approach' cycle that includes an 'Initial Concern' cycle so that children can be monitored closely to assess their needs before a decision is made about whether they have a specific barrier to learning or a special educational need.

The Humber Estuary Federation - Approach to SEND

Stage 1 – Monitoring - Quality First Teaching



This stage includes differentiated learning, class teacher support, teaching assistant support, same day / next day interventions and termly monitoring. An 'Initial Concern' cycle may begin if a child has been identified as having a barrier to learning.

Stage 2 – Additional support - SENDCO Support

The Graduated Approach begins - Assess – Plan – Do – Review. All of the elements of Stage 1 continue with SENDCO involvement, an Individualised Target Plan is compiled which detail further additional provision (Specific interventions, strategies and/or specialist resources) At least termly review meetings with parents will take place.

Stage 3 – Additional support - Outside Agency Support

Graduated Approach continues with all elements of Stage 1 and Stage 2. In addition to this, outside agency involvement will begin (e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Hearing and Vision Team, Complex Behaviour Team, CAHMs, ASET). Outside agency assessments and multi-agency meetings may take place. At least termly review meetings with parents will take place.

Stage 4 – Educational Health and Care Assessment Request (EHCAR)

At Stage 4, all elements of Stages 1-3 will take place, with the additional steps of:

- Evidence having been collected for an EHCAR
- EHCAR submitted to Local Authority

Stage 5 – Education Health Care Plan

At Stage 5, a child will have an EHCP and will continue the cycle of Assess-Plan-Do-Review with multi-agency support if / when requested.

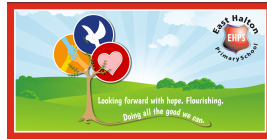
Assessing and reviewing

All children are subject to accurate and focused assessments every term. However, some children with SEND may also be assessed using the specialised assessments outlined above.

- We track pupil progress every term.
- We review and evaluate Individual Target Plans every term.
- We carry out termly SEND Review meetings with the child and their parents/carers, based on the Graduated Approach and Assess-Plan-Do-Review model.
- We hold termly review and Annual Review meetings for pupils with SEND who have an Education Health Care Plan (EHCP).
- When children are assessed by external agencies (e.g. Educational psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.
- When assessing children with SEND, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will most likely be permitted during standardised tests and assessments.

Children who are on the SEND register are rigorously monitored and we continuously evaluate the effectiveness of provision by:

- Reviewing and evaluating Individual Target Plans every term.

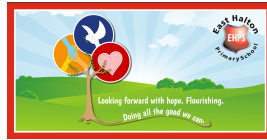


- Using assessment information, progress rates and pre- and post-intervention outcomes.
- Using attainment and progress data for children with SEND as part of the whole school tracking of children's progress every term.
- Monitoring the SEND provision during learning walks.
- Monitoring the SEND provision and moderating assessment through book scrutiny.
- Sending out parent, pupil and staff questionnaires each academic year to gain alternative perspectives on our SEND provision.

How are pupils and their parents/carers involved in decision making?

Involving all parents/carers and children is central to our approach and we do this through:

- Parents' Evenings which take place termly for every child.
- Annual reports shared between the school and parents/carers on their child's progress.
- Parents/carers are informed through termly SEND or EHC Review meetings and the review process of Individual Target Plans and have the opportunity to share their views, wishes, feelings and future aspirations. Parents/carers will receive a copy of the Individual Target Plan each time they are reviewed.
- Additional meetings may be set up as required or as requested by parents/carers to discuss particular aspects of a child's SEND. We particularly welcome information from parents/carers about how their child learns best in order that it can be shared with those people who teach their child.
- Parents/carers are given specific advice where necessary to support their child outside of school.
- Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.
- Parents/carers are invited to attend open afternoons and workshops to share their child's learning.
- Individual Target Plan targets are discussed with children and they are asked to contribute their pupil voice. This is actively encouraged throughout the school and children are supported where necessary (age appropriate) to think of areas for development and how best to develop in these areas in school and at home.



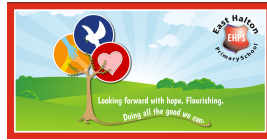
- Children are involved with their own learning on an informal basis through quality reflections in lessons.
- Children with SEND are asked to complete an annual pupil questionnaire.
- Alongside the above, informal discussions take place daily to celebrate individual successes. Our parents/carers appreciate the way in which class teachers and the SENDCo are easily contactable via the school office/telephone and via email.

What is our approach to teaching pupils with SEND?

At East Halton Primary School, we are passionate about developing our pupils to become confident individuals, to have self-belief and most importantly to hold aspirations for the future. We strive to provide the best opportunities for all of our pupils and work with them to ensure that every child reaches their full potential. All children identified with SEND will have full access to, and engage in, activities available with children and young people in the school who do not have SEND. This will take account of all Health/Safety and Risk Assessment etc.

The fundamental aim of our school is to enable each child to be all that they can be. We encourage them to embrace and fulfil their unique potential and to unlock potential and remove barriers to learning.

- We work in partnership with all of our families, and external agencies where appropriate, to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEND is a matter for the school as a whole, as all teachers are teachers of children with SEND.
- A continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- Children with SEND will receive support that is additional to or different from the provision made for other children. All our teachers take account



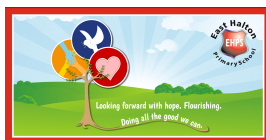
of a child's SEND in planning and assessment; they provide appropriate support for communication, language and literacy needs; they plan where necessary to develop children's understanding through the use of all available senses and experience; they plan to enable children to take full part in learning, physical and practical activities; they help children to manage their behaviour and emotions in order to take part in learning effectively and safely.

- At East Halton Primary School, we aim to identify children with particular needs as early as possible; assessment of need may include observation of children's social skills and learning experiences in all curriculum areas, specific assessment by the school's SENDCo, teacher assessment and use of assessments which will enable peer group comparisons to be made.
- In completing assessments to consider the whole child, we acknowledge that more able children often require additional resourcing to extend and fully develop their potential. We recognise that children who speak English as an additional language may also require additional modified programmes and differentiation of the curriculum.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

How do we adapt the curriculum and learning environment to enable children with SEND to engage in all activities?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur in the classroom by:

- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Content of the lesson
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play, discovery learning)
- Pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc)
- Outcomes expected from individual children
- Materials used
- Level of support provided



- Provision of alternative location for completion of work

The school acts upon advice received from external agencies. Advice that we have acted upon includes:

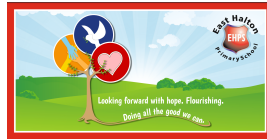
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPads
- Use of writing frames and modelled examples
- Use of physical apparatus to aid handwriting, e.g. writing slopes, pencil grips and triangular pencils
- Use of sensory equipment including fiddle toys, weighted blankets and ear defenders
- Use of Makaton to aid communication

In our environment, we:

- Endeavour to ensure that our classrooms are ASD and SEMH friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Endeavour to ensure that we have dyslexic friendly environments including use of labelled resources, word walls, prompt mats, highlighting pens, coloured interactive boards, individual resources – number lines, 100 squares, phonic prompts, vocabulary mats.
- Have designated spaces available to provide quiet work areas for 1:1 or small group work.
- Endeavour to ensure that all areas of the school are fully accessible for all pupils including those with disabilities.

For children with SEMH needs, we offer a range of support including:

- 1:1 Emotional Wellbeing sessions delivered by a designated Emotional Wellbeing Mentor (self esteem, feelings and emotions, bereavement, anxiety)
- Social Group interventions including: ♣ Time to Talk ♣ Lego Therapy ♣ Socially Speaking and Bouncing Back
- In order to support staff with the emotional and social development of children, we are able to seek: ♣ Specialist advice from an Educational Psychologist. ♣ Specialist advice from colleagues at CAMHS, Behaviour support and ASET



What expertise and training do our staff have to support children with SEND and how will specialist expertise be secured?

We are committed to developing the ongoing expertise of all our staff.

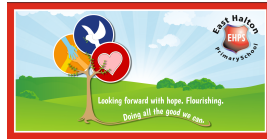
The designated Special Needs Coordinator for our school is Mrs E Parnaby. She holds the National Award for Special Educational Needs Co-ordination and has undertaken Dyslexia training delivered by Dyslexia Action. She is also a Mental Health First Aider and completed 'Senior Mental Health Lead' and Thrive: Leading Emotionally Healthy Schools training. The SENDCO has also completed Early Help and Team Teach training.

Mrs C McWilliam is our Emotional Wellbeing Mentor. She has completed ELSA Training and is also a Mental Health First Aider. Mrs McWilliam has also completing Thrive Licensed Practitioner training in 2022/23 and has also completed the following training:

- Supporting Bereavement and Loss
- Supporting School Children with Bereavement Issues
- Foundation to Drawing and Talking Therapy
- Introduction to Mindfulness
- Challenging Gender Games

During the previous academic year, we have put additional training into:

- Early identification, Formulating Initial Concern documents and Individual Target Plans (ITP's) and Quality First Teaching. The SEND Co-ordinator has provided guidance to staff on how to identify children with SEND and how to support them initially through Quality First Teaching. Advice has been given regarding the records needed to be kept and how targets should now be written as outcomes. Alongside this the need to involve parents/carers in all aspects of this process and to gain the children's views as much as possible has been stressed.
- Thrive Training (2 members of staff)
- Behaviour training for all staff
- ADHD training (Teachers and TAs)
- ASD training (TAs)
- Trauma and Attachment training (All staff)
- Adaptive Teaching (all teachers)
- Team Teach Training (12 members of staff)
- Theraplay training (12 members of staff)
- Cognition and Learning CPD delivered by SENDCO (All teachers)



We also engage with a range of professionals and external agencies, including:

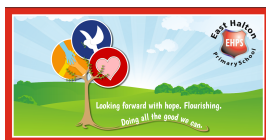
- Local Authority Educational Psychology Service
- Speech and Language Therapists
- Autism Spectrum Education Team (ASET)
- Children and adolescent mental health service (CAMHS)
- Behaviour Support Team (2-12)
- Complex Behaviour Team
- Physical Disability Team
- Occupational Therapists
- St Luke's Outreach Team
- Children's Safeguarding Service
- Children's Centre
- School Nursing Team
- Physiotherapy
- Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS)

Finance

At East Halton Primary School, we allocate our SEND budget for:

- Staffing, including designated TA support to deliver specific interventions, a designated ELSA/ Emotional wellbeing Mentor and a Learning Mentor
- Equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting the pupil.
- The resources we provide to support children with SEND include coloured overlays, ear defenders, move and sit cushions, ICT software and sensory equipment and fiddle toys, pencil grips.
- The facilities our school have to support children with SEND include a disabled toilet and wheelchair access.
- Training to ensure that staff have up-to-date knowledge and are appropriately equipped to meet the needs of pupils with SEND and to deliver interventions effectively.

How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their well-being?



For all children, when entering or leaving our school, transition plans are followed to ensure everyone involved is informed and prepared for these transitions. On entry to our school this involves:

- Visits to the school for both the parents/carers and the children
- Home visits
- Discussions and visits with all other professionals involved with the children.

Likewise, when children leave our school we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents/carers and the child for any questions, concerns and worries to be answered. Where appropriate, additional transition arrangements and visits are arranged in consultation with the receiving school to meet individual needs.

Within school, a child with special educational needs will be fully prepared for any changes, be this moving to a new classroom with a new teacher or to a new school. This includes many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all children.

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

Mrs Esther Parnaby is the designated teacher for looked-after children and previously looked-after children.

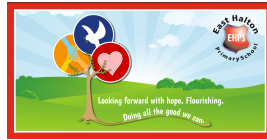
Mrs Parnaby will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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.

Who can parents or carers contact for further information?

For more information or to raise any concerns:

- The first point of contact for any parent/carer should be the class teacher.



- An appointment with our SENDCo can be made through the school office.
- Our school welcomes the involvement of Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families within the school setting.
<https://www.nlsendiass.org.uk/>
- Any formal complaint must be addressed using the appropriate 'Complaints Procedure'.

North Lincolnshire's Local Offer

As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

North Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: <https://localoffer.northlincs.gov.uk/>

How do we plan to develop and enhance the school provision in the next academic year?

Our strategic plans for developing and enhancing school provision in our next academic year include:

- Further training for staff – SMART Target setting, Adaptive teaching strategies, Intervention monitoring and tracking
- Continuing to train staff in the delivery of key interventions which have a proven impact on progress (Precision Teach, Phonics Catch-Up, SEND Catch-up)
- Making amendments to policies and reports in line with the guidance provided by the Local Authority and also changes in our school practice.
- Refine the school's overview of provision for individuals with SEND
- Ensuring Social, Emotional and Mental Health needs of pupils are met by providing an ongoing cycle of training including Thrive training, Team Teach training, trauma and attachment and behaviour training

REVISED September 2025