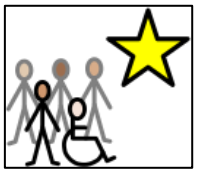
SEND Information Report 2025-2026

Our academy	At Edward Heneage Primary Academy (EHPA) our vision is to support all pupils to achieve their full potential, academically, emotionally and socially. We identify early potential barriers to learning, assess needs swiftly and plan to overcome these barriers, all with the aim of ensuring children can make good or better progress. EHPA is part of the David Ross Education Trust (DRET), and as such, we adhere to the DRET SEND Policy which can be found here. As a school in Grimsby, we also form part of the local offer. More information on North-East Lincolnshire's Local Offer can be found **NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability**. Our most recent Ofsted inspection highlighted that: *'Edward Heneage is a caring and inclusive school with high ambitions for all pupils. The school works effectively to remove any barriers that hinder pupils' access to learning. Pupils are prepared for, and enthusiastic about, their learning. They know that the staff here care for them. Pupils feel safe. They enjoy attending school. The school has very high expectations for all pupils. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well in most areas of the curriculum. The school's support for pupils with SEND stands out as a strength. Staff quickly identify pupils with SEND and use effective resources to support these pupils across the school.'*

SEND Staffing at EHPA

Name	 **Mrs R Briggs**	 **Miss A Steedman**	 **Mrs D Osborne**
Role	BA (Hons) English and Social Science PGCE NASENDCO NPQSL	Head of School	Principal Regional Director Trust Primary SEND Lead
Qualifications	BA Primary Education QTS NASENDCO NPQSL	BSC Sport QTS NPQSL Positive Regard Specialist Practitioner Undertaking NPQH	BA Primary Education QTS NPQML NPQSL NPQH

The class teacher is responsible for ensuring support and interventions are in place for children who experience SEND.	This is monitored and evaluated by the SENDCo, who is responsible for the oversight and leadership of SEND throughout the school.	This is overseen and monitored by the Head of School and Principal.
Contact Information	office@edwardheneage.co.uk **01472 320016**	
SEND Governor	**Ms S Henry**	The SEND Governor then provides high support and high challenge, to ensure EHPA is fulfilling duties for all children who experience SEND.



Special Educational Needs

Definition of Special Educational Needs

The SEND Code of Practice (2015) defines Special Educational Needs as:

"A child or young person has special educational needs 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 young person has a learning difficulty or disability if he or she:

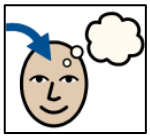
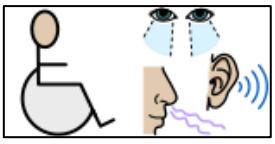
A) has a significantly greater difficulty in learning than the majority of others of the same age, or

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, or

C) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. (Section 20 Children and Families Act 2014)

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different from the language in which he/she will be taught."

There are 4 broad categories of need:

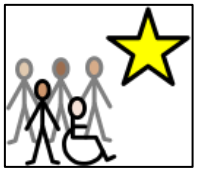
	**Cognition and Learning (CL)** – this includes difficulties which impact upon academic learning, such as moderate learning difficulties (MLD), severe learning difficulties (SLD), Dyslexia, Dyscalculia, low cognitive abilities, issues with executive functioning and poor memory, this could be auditory, visual or working memory.
	Communication and Interaction (CI) – this includes speech and language difficulties (SLCN) such as difficulties with the production of speech sounds and/or understanding language and expressing themselves, and communication and interaction disorders such as Autistic Spectrum Disorder and Asperger's Syndrome.
	Social Emotional and Mental Health (SEMH) – this includes a range of difficulties related to a child's social, emotional, and mental well-being. Difficulties in managing emotions and behaviours, which can manifest in various ways, including mood problems, conduct issues, and specific disorders such as Attention Deficit Hyperactivity Disorder (ADHD).
	**Physical and Sensory (PS)** – physical needs may include hearing impairments, visual impairments, Dyspraxia, and some medical conditions. Sensory needs include difficulties in the way an individual perceives and responds to sensory input, including how they process information from their environment through their senses.

Identifying and Assessing Need

How do we identify children with SEND at EHPA?

- A child may come to EHPA having been on the SEND register at their previous school or setting. In this case, we would contact the previous setting as early as possible, to ensure a smooth transition for the child
- A conversation with staff regarding their concerns, with staff completing a SEND concern form
- Assessments and data tracking
- Pupil Progress meetings
- A parent/carer may raise concerns with a member of staff
- Liaison with outside agencies like Speech & Language or Educational Psychologists
- Identification through Child Protection Plans/meetings

	In all of these situations, we would talk to parents/carers and the child about their views. We may administer some short tests, speak to outside agencies, and complete observations within school. After this process has been followed, it would be decided whether a child should be placed on the SEND register or not. Parents/carers will be kept fully involved throughout this process.

 **SEND Support Cycles**	**<u>How do we support children with SEND at EHPA?</u>** All children on the SEND register will have a Termly Support Plan (TSP) and a One Page Profile (OPP) written for them by their class teacher and monitored by the SENDCo. The TSP documents the Assess Plan Do Review cycle. **Assess** Any diagnostic test results are listed, along with the child's progress within the National Curriculum subjects of Reading, Writing and Maths (ELGs for younger pupils too). **Plan** Aspirational but realistic outcomes are set by the class teacher; alongside the personalised provision the child will need to reach this outcome. Quality First Teaching delivered by the class teacher is planned alongside the personalised provision the child will need to reach this outcome. Reasonable adjustments, not just in terms of learning but also for social, emotional and mental health needs, is built into all lessons and activities as part of Quality First Teaching. This ensures that all children can access all activities and learning opportunities at some level. This may include things such as: adapted class based teaching; adapted or differentiated resources (e.g. visual timetables, learning mats, toolkits, writing slope);

phase based TA support in class; phase based TA run intervention programmes (such as TalkAbout, Stories for Talking, 5 Minute Box, RWI, Socially Speaking, Memory Development groups; interventions run by our in school specialists, such as our THRIVE Practitioners or from our Pastoral Team.

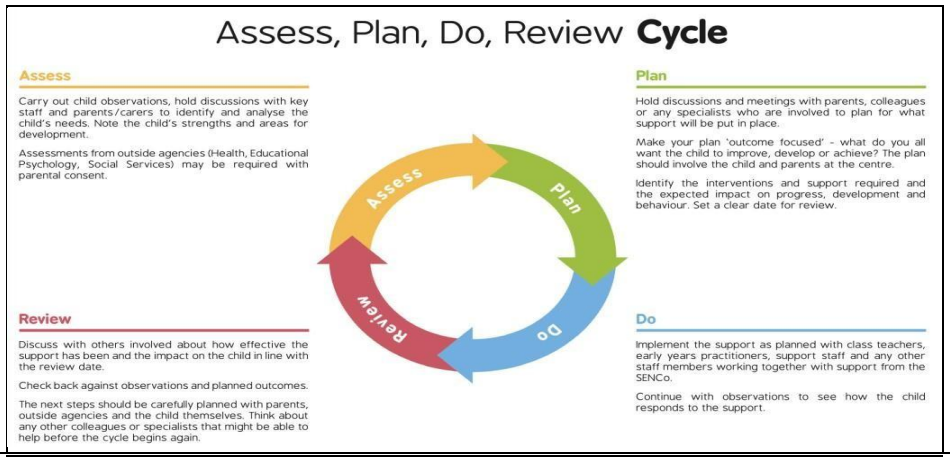
Do

Any individual working with a child on the SEND register will record their progress towards each outcome using our agreed intervention progress documents.

Review

In October, February and June, the outcomes will be reviewed, and new ones will be set. Children's voice will be sought, and parents/carers will have the opportunity to meet with class teachers and further discuss the targets and provisions outlined in the TSP.

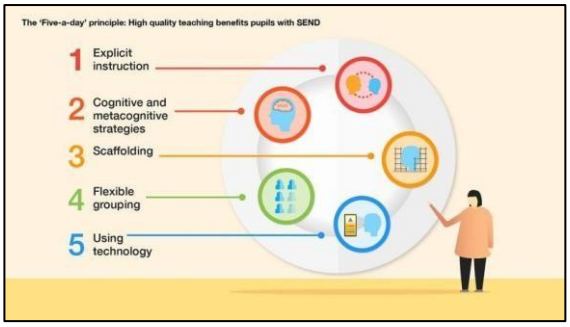
All children have access to the National Curriculum through Quality First Teaching in all subjects. When needed, extra support and resources are provided in all subject areas, including trips, with parents/carers being involved in planning stages to help consider what reasonable adjustments are required. Some children may require other documents to also be in place, such as a Safety Plan, which details all the information and strategies to support safety, dysregulation and behavioural challenges, and also Personalised Emergency Evacuation Plans (PEEPs) which detail how the child would be supported to evacuate the building in an emergency, and which members of staff are designated to do this.



Our approach to teaching children with SEND

We are an inclusive academy. Wherever possible children are taught alongside their peers in flexible teaching groups, using a range of adaptive teaching approaches. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary.

When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-toone support.



There may also be input by other appropriate agencies (SAS and EP) and their recommendations/ programmes will be included as part of the child's provision.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.

SEND Support for Communication and Interaction Needs

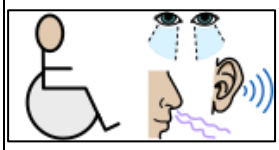
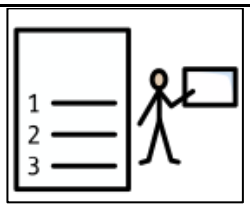
Class based/Small group/Individual interventions
Screeners implemented, such as WellComm and BVPS
Black Sheep Press
Dual coding and Widgets
Speech and Language scaffolds, such as communication lanyards, communication signals, Core vocabulary boards, Makaton
Social skills group interventions, such as Talkabout and Socially Speaking
There may also be input by other appropriate agencies, such as NHS SALT or Chatterbugs

SEND Support for Cognition and Learning Needs

Class based/Small group/Individual interventions
Personalised scaffolds/Toolkits/Word banks/Talk tins/Task planners 5-Minute Box Interventions for English and Maths Lexia
RWI
There may also be input by other appropriate agencies (SAS and EP) and their recommendations/programmes will be included as part of the child's provision.

SEND Support for Social, Emotional and Mental Health Needs

The TSP will include the facility for 'Take 5', and the opportunity to speak to a member of our Pastoral Team. These children may also have a 'Good enough behaviour chart' which when completed in partnership with home provides an effective method of monitoring behaviour patterns. Within the school day, the child may also have a Brilliance Blog to focus on the positive elements of each day.
Pastoral Support Programmes (such as Thrive or Lego Therapy) may be implemented, and these could include a modified timetable for attendance to support pupils to remain in/or transition back into full time attendance. These are subject to review in line with TSPs and timetables are reviewed more frequently.
In class, pupils have access to sensory circuits, regulation stations and specific sensory tools and equipment. There are also some sensory spaces available across our academy too, which children can access for regulation purposes.

<table>
<tr><td>
Support for Medical Needs</td><td>The child will have an Individual Health Care Plan detailing their needs, medication, support actions and contact phone numbers. The plans are held digitally on a secure system with any necessary medication being held in a locked cupboard within our medical room.
The plans are written by our teachers/SENDCo in conjunction with parents/carers. They are updated when a change of condition/need arises.
All adults within the academy will be fully aware of, and follow, the contents of the plan.
All Phases have named first aiders and staff have had training in delivering medication.</td></tr>
<tr><td> 
SEND support for Physical Needs</td><td>Adaptations are made to the environments and curriculum adaptations are made to support hearing and visually impaired children. Also, adaptations to support those with mobility issues or disabilities.
We also work closely with the Education Team for Hearing and Vision (ETHV) and a mobility specialist, who visits our academy to train staff to effectively support our children and also train the children on how to adopt their own accessibility strategies, promoting their independence and confidence.</td></tr>
<tr><td> 
Curriculum adaptations</td><td>
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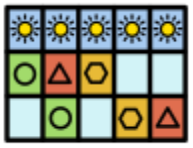
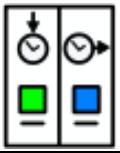
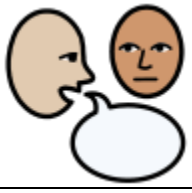
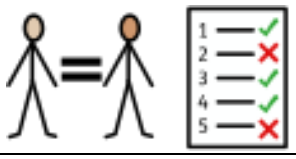
<tr><td>  </td><td>  </td><td> </td></tr>
<tr><td>Visual timetables</td><td>Task boards</td><td>Peer mentoring</td></tr>
<tr><td> </td><td>  </td><td>  </td></tr>
<tr><td>Assistive technology</td><td>Talk partners</td><td>Peer marking</td></tr>
<tr><td> </td><td> </td><td> </td></tr>
<tr><td>Self-assessment</td><td>Word banks</td><td>Positive behaviour approaches</td></tr>
<tr><td> </td><td> </td><td> </td></tr>
<tr><td>Ear defenders</td><td>Timers</td><td>Explicit instruction</td></tr>
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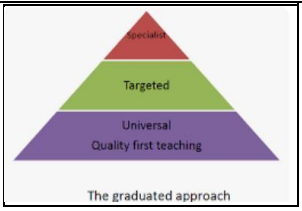
This is not an exhaustive list of curriculum adaptions, and often these are personalise the specific identified needs of children at EHPA. We use a range of strategies across c lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment successfully.
We also seek advice and obtain equipment from outside agencies, where possible, will always seek the advice and guidance of health professionals where a child needs medical adaptions to support them in accessing a broad and balanced curriculum.



The Graduated Response

How do we respond if more support is needed?

We have a graduated response to assessing the needs of children with SEND.
We are highly alert to the fact that a child's needs are constantly developing and that their SEND may change at any time during their school careers.
If a child is still not making progress against the TSP outcomes, despite extra provisions being in place to support them, we will begin the process to request that a statutory assessment be completed by the Local Authority SEND Team. This will begin by holding a Person-Centred Planning (PCP) meeting to gather information and evidence to create an Education, Health and Care Needs Assessment Request to send to the N.E Lincs SEND Team. At this stage, they may decide a full assessment is not necessary and the Termly Support Plan is sufficient, or they may take this forward and begin gathering evidence to form an Education & Health Care Plan (EHCP). More on the EHCP assessment process can be found on the N.E.Lincs Local Offer website.

Education Health and Care Plan

All children with an EHCP, also have a TSP which is written by the teacher in consultation with SENDCo, TAs and other professionals as appropriate. These detail the small steps which pupils need to achieve, as progress towards their longer term EHCP targets. TSPs are reviewed termly.
For many children on the SEND register, a TSP with recommended additional provision may be all that is needed to allow the child to reach their full potential. However, if progress towards the outcomes is not being made, additional support may be required. There are a wide range of outreach services available to the SEND Team to refer children to for specialist advice.
These include:
NE Lincs Educational Psychologist, Speech and Language Therapy, My Space (AP), Phoenix Park Academy (AP), Compass Go, Young Minds Matter (YMM), Fortis Therapy, School Nursing Service, North East Lincs Parent Carer Forum (NELPCF), Special Educational Needs and Disability Independent Advisory Service (SENDIASS) and the NSPCC.
More information and contact details for many of these services can be found on the North-East Lincolnshire Local Offer website found here.

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<tr>
<td>
Parent Consultation

Pupil Voice</td>
<td><u>How do we communicate with children and parents/carers of children with SEND?</u>

We encourage parents/carers and families to speak to us about any worries or concerns regarding children's learning or social and emotional wellbeing. The first point of contact for parents/carers should be the child's class teacher as, in school, they are who knows the child best. We encourage parents/carers to make us aware if they are neurodiverse and/or have any accessibility needs.

We hold termly consultation evenings where all parents/carers can meet with class teachers to discuss their child's education. Children on the SEND register will have an additional opportunity to meet termly with the SENDCo if required.
Annual meetings will be held between the SENDCo and the class teacher in June to update the TSP ready for the next class teacher. At this point, we will also record and collect pupils' views in a way appropriate to the individual child (this may be written, scribed by an adult or in the form of photographs or pictures).

Pupil voice is extremely important to us at EHPA, and through Jigsaw lessons, Zones of Regulation, Thrive and the use of Widgets, we encourage all children to communicate their feelings and needs.

Staff in school are competent at recognising subtle changes in the behaviours of all children and we have rigorous systems for ensuring all children are supported and listened to by our whole team. Pastoral support is then targeted to meet children's specific needs.</td>
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<td>
Staff Training</td>
<td>At EHPA, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. The senior leadership team within school are constantly moderating training needs within the school and, where an area of concern is highlighted, whole school or staff specific training can be implement to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilized.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or School Nursing Service (SNS), we will always discuss this with you first. Outreach support is sometimes a recommendation from outside agencies and specific members of staff lead on different agencies here at EHPA.

All staff are Team Teach and Positive Regard Practitioner trained. Some of our staff have completed training in additional areas which include, Speech and Language, Autism, Positive Regard Specialist Practitioners, Makaton, Crisis Prevention, First Aid and Bucket Time - to name just a few!</td>
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 Transition Support	**How do we support transitions for children with SEND?** Transitions between year groups and key stages can be concerning for both children and parents/carers of children with SEND. We have thorough arrangements in place to ensure appropriate support is carried on between key stages.
Joining Edward Heneage in Nursery	Open night events are held for parents/carers to bring their child to see the EYFS environments. "Stay and Play" sessions are held for parents/carers to bring their child to experience the environment and explore alongside them. Visits to child's current nursery setting carried out by the class teacher. If a child is not attending a nursery, then a home visit can be organised. Transition photo booklets made and shared with the child to help them become familiar with both staff and the environment over the summer holidays. Support to be put in place discussed before the summer before to prepare for their start. Meetings with class teacher, SENDCo and agencies involved set up for children with high needs. All children to attend a taster sessions in July and extra session can be offered if required.
Nursery to EYFS	Children currently in our nursery have transition days in July, during move up stay up week, allowing children to do their normal hours with their new class teacher. Support is continued from Nursery into F2. TSPs will be reviewed by parents/carers, class teachers and SENDCo in June prior to transition week.
	Children new to EHPA in F2. Open night events are held for parents/carers to bring their child to see the environment. Visits to the child's current nursery setting is carried out by the class teacher. If a child is not attending a nursery, then a home visit can be organised. Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the 6 weeks holidays.

EYFS to KS1 (Year 1)	Children are provided with the opportunity to play with our older children during lunchtimes and they attend our community time assemblies, with peers from their house team of all ages. Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the 6-week holidays. Open afternoon so parents/carers, pupils and staff can meet. Pastoral Team to give additional support to children who are identified to require a little more support. TSPs will be reviewed by parents/carers, class teacher and SENDCo in June prior to transition week. A week transition period is in place for children to experience their new class prior to the summer, 'Move up stay up week.'
All year group transitions (years 1-6)	TSPs will be reviewed by parents/carers, class teacher and SENDCo in June prior to the transition period. A week transition period is in place for children to experience their new class prior to the summer, 'Move up stay up week.' Pastoral Team to give additional support to children who are identified to require a little more support.
KS2 (Year 6) to KS3 (Year 7 Secondary)	Y6 teachers have meetings with Y7 staff from all onward schools to discuss every child. SENDCo and class teacher has a meeting with the secondary SENDCo, SEND team and Y7 staff to discuss in detail the needs of children who experience SEND. Transition days spent at secondary school in line with each school's transition policy. Extra visits arranged for vulnerable pupils. Y7 SEND staff are invited into the primary classroom to observe and work with specific high need children and prepare them for transfer. Pastoral Team to give additional support to children who are identified to require a little more support. Transition meetings and multi-agency meetings for children with EHC plans.
Mid-Year new starters	When we are aware that a child is joining us from another setting which has previously identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We also contact the previous setting to gain all the information we require to ensure a successful start to EHPA. We also complete some baseline assessments to ensure we are providing the correct challenge within their work and to also identify any potential needs.

Evaluating Provision

How do we evaluate our SEND procedures?

As a member of the Senior Leadership Team (SLT), the SENDCo is responsible for monitoring SEND procedures through the school.
Through clear communications at regular staff meetings, pupil progress meetings and through the appraisal process, all staff in school are clear of their roles and responsibilities regarding children with SEND.
Within EHPA there are number of ways in which the provision is evaluated:

- Review progress with Senior Leaders and discussing next steps.
- Regular SEND staff meeting time, addressing training needs for all staff.
- Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.
- Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.
- Gaining pupil voice by asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCO, either specific children, lessons, year groups or interventions.
- Regularly using tracking tools to update targets and measure progress.
- Holding termly reviews for children who have Education Health and Care Plans, TSPs and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.

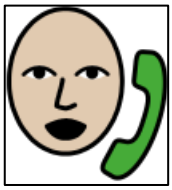
lubs, Trips an Enrichment

All our extra-curricular activities and academy visits are available to all of our children, including our breakfast club and after school clubs. No child is ever excluded from taking part in these activities because of their SEN or disability.

All children are encouraged to participate in lunchtime and after school clubs, particularly if they have been created to support specific skills, such as Sensory Circuits.

All children are encouraged to take part in sports day, school competitions, school assemblies, performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. Junior Leadership Team.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

 **Complaints Procedure**	The first point of contact for any parent wishing to discuss their child would be the child's class teacher, as they are the person who knows them best. If you are not satisfied that your concern has been addressed, they you should make an appointment to see the SENDCo (Mrs K Herd). If they cannot solve your issue, then the Head of School (Mrs A Steedman) and Principal (Mrs D Osbourne) operate an open-door policy and actively encourage parents/carers to contact them also. If after speaking to the staff members above, you wish to escalate a complaint further please refer to the complaints policy for the David Ross Education Trust, which can be found on the Trust website here.

Local Services

The North East Lincs Local Authority Family Hubs Service can be found at **https://www.nelincs.gov.uk/children-families-andschools/family-hubs/**

North East Lincolnshire Council
Families Information Service

The North East Lincs Local Authority Families Information Service can be found at **Families First Information Service | NELC**
Email: fis@nelincs.gov.uk
Telephone: 01472 326292 (option 1)

SENDIASS
North East Lincolnshire

For information, independent advice and support SENDIASS can be found at **SENDIASS – NELC – SENDIASS North East Lincolnshire is a free service for children and young people with special educational needs and disabilities and their parents and carers.**
Email: ask@nelsendiass.org.uk
Telephone: 01472 326363

For information from the school's nursing service, this can be found at **School nursing | NELC**
Telephone: 01472 323660

nelincs.gov.uk

If you have any concerns about your baby or child or wish to speak to a health visitor please call our duty number 01472 323660 or text 07507 329910.
Email : HealthVisitingAdvice@nelincs.gov.uk

NELPCF
NORTH EAST LINCOLNSHIRE
PARENT CARER FORUM

For information from NELPCF, this can be found at **NELPCF**
Email: **nelpcf@gmail.com**

For information from Compass Go, mental health support team, this can be found at **Compass GO... (North East Lincolnshire Mental Health Support Teams) - Compass**
Tel: 01472 494 250
Email: nelincsmhst@compass-uk.org

Carers' Support Centre EST. 1989

For more information about the services and activities available for Young Carers in North East Lincolnshire contact the Young Carers Team on 01472 326294 (option 3 then option 2) or email admin.yps@nelincs.gov.uk.

SENART SEND

For the LA SEND team contact SENART *SEN@nelincs.gov.uk* 01472326292 option 6

navigo

For NAVIGO – Single Point of Access contact *navigo.ymmneuro@nhs.net.* (01472) 256256 and select option 3.

For neurodivergent support:

We are F.I.S.H

We Are F.I.S.H CIC (Friendly, Inclusive, Supportive and Helpful) is a community-rooted, volunteer led organisation based in North East Lincolnshire who support families with neurodivergent children and information can be found here **F.I.S.H CIC: Support for Neurodivergent Families**

FARAWAY UNIQUE MINDS

We have many groups - all of them are free to attend and focus on different special interest topics. All our groups are hosted by an expert-by-experience autistic peer mentor. We host an arts and crafts group, a social group, an allotment group, an open group, a creative writing and much more through the year.
Please visit **Autism Mentoring | The Faraway CIC | England**

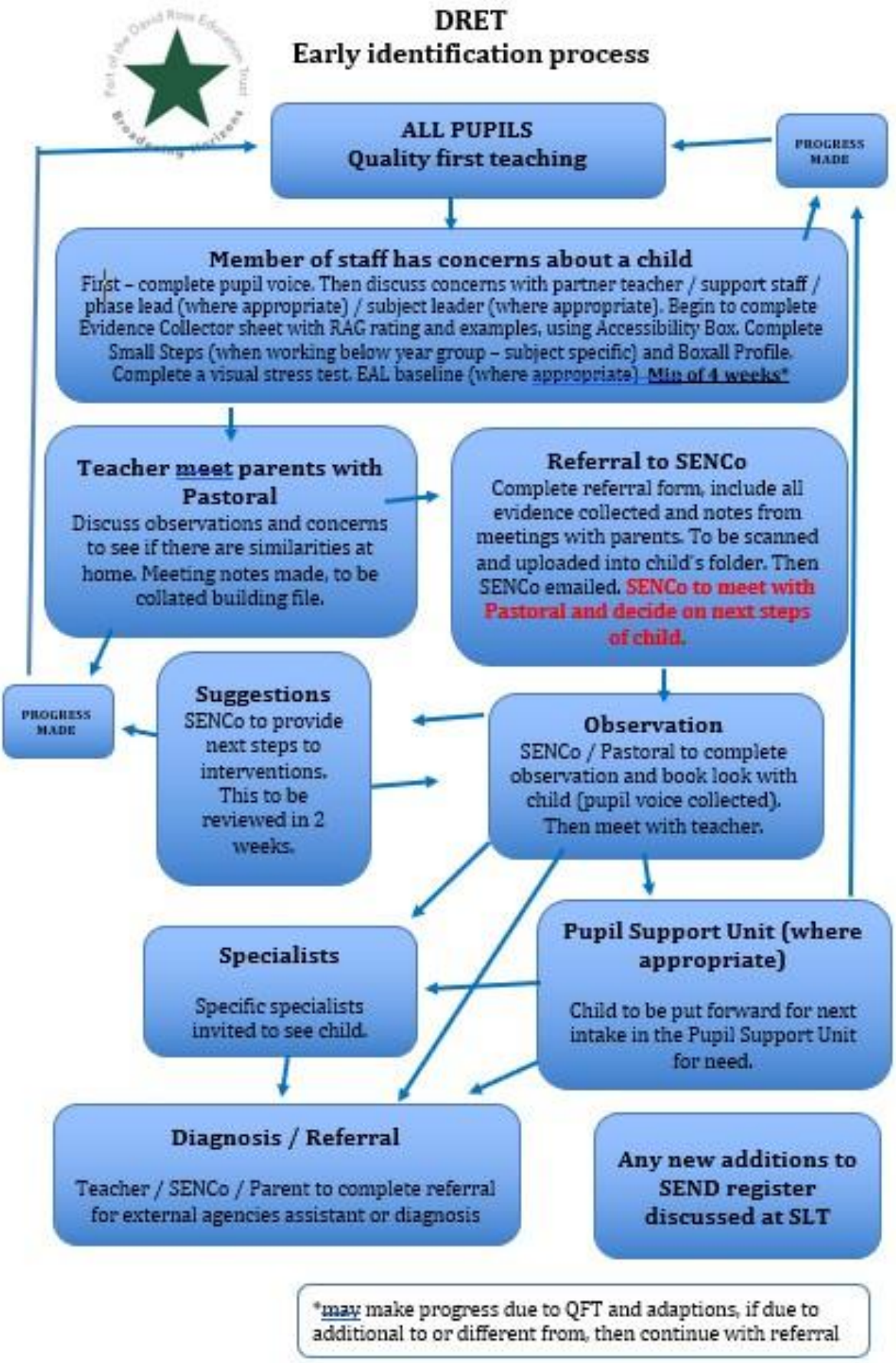
Autism Central

Autism Central peer support and parent workshops. The Autism Central Peer Education programme is for parents, carers and personal assistants of autistic people. Daisy Chain is the Regional Hub for North East and Yorkshire. Support is provided by parents and carers of autistic people who are happy to share their knowledge and experience with others. Please visit **NELC SEND Local Offer | Autism Central peer support and parent workshops - NELC SEND Local Offer** and **Autism Central for Parents and Carers | Autism Central**

DAISY CHAIN

As part of the Autism Central programme, Daisy Chain provides a range of online learning opportunities covering a variety of topics to help support individuals and families. These online sessions are free and open to families living in North East and Yorkshire. Please visit **Learning Workshops - Daisy Chain**

DRET
Early identification process



*may make progress due to QFT and adaptions, if due to additional to or different from, then continue with referral

EHPA Graduated Response

Child on SEND register

SENCO to complete the SEND Evidence Collection Overview (2-week deadline)

This is completed with all the documents collected during the Early Identification Process
This will include: Evidence collectors, Boxall profile, observations.
It may also include EAL documentation, small steps

Teacher to complete One Page Profile with child (2-week deadline)

SENCO and Teacher to complete TSP / IEP

This is completed together using all evidence provided and shared.

TSP / IEP shared with Parent

SENCO and Teacher meet with parent and documentation shared. Parents to sign parent voice.

Documentation shared with all staff

APDR cycle begins

SEND Flowchart

Stage 1 - PLAN

- TSR / IEP document checked by the SENCo
- Class Teacher update One Page Profile with the child and complete up to date a Boxall Profile
- SENCo will meet with Teacher to go through the overview document and go through overarching targets
- SENCo and class teacher will have the initial meeting with the parents – all documentation to be shared

Stage 2 - DO

- Class teacher to share child's overview with required staff
- Staff to follow the child's TSR / IEP and complete weekly small step SMART targets
- SENCo to provide support where necessary and following monitoring plan

Stage 3 - REVIEW

- Class teachers to review SMART targets
- Class teachers to report on SMART targets progress
- SENCo to meet with Class teacher if situation changes / new information provided by external agencies / concern in class / positive movement in class
- Class Teacher to meet with Parents three times a year

A child may be removed from the SEND list if:

- They are signed off by the external agency

- **If gap has been closed**
- **They move to another school / move to Year 7 (then files are transferred and SENCo to contact school and feedback).**