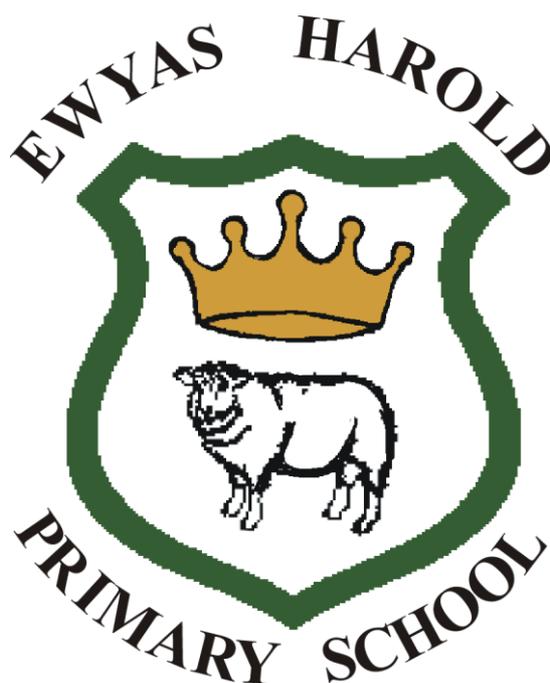


# Special Educational Needs and Disabilities (SEND) information report

Ewyas Harold Primary School



Approved by:	Richard Foster	Date: 05.09.25
Last reviewed on:	September 2025	
Next review due by:	November 2026	

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

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on the school's website.

Ewyas Harold is an inclusive school where every child matters. We aim to address our children's needs and support their development in the most appropriate ways possible and celebrate effort as much as achievement.

**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
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

What we offer children with SEND is different for every child and it is important to emphasize that as much as possible, this provision is designed by the relevant staff members working alongside the child, the child's family and / or carers and where necessary, outside agencies.

While we offer an inclusive education to all children, there are occasions where it may be decided that the setting at Ewyas Harold is not suitable, nor appropriate, to meet the needs of a child. This decision will be made in partnership with parents/carers and the local authority.

A child with SEND will have an individual education plan which sets out achievable targets for areas where the child is struggling and any interventions that are currently in place to help the child reach those targets. The content of the IEP is shared and agreed with the child and the child's family and / or carers.

The Code of Practice (2014) defines SEND as:

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

- a) Have a significantly greater difficulty in learning than the majority of other of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a child is identified as having SEND, we will provide provision that is 'additional to or different from' the normal curriculum.

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

### **Our special educational needs and disabilities co-ordinator, or SENDCO**

Our SENDCO is Mrs Sophie Jones.

### **Class teachers**

All of our teachers receive in-house SEN training and are supported by the SENDCO to meet the needs of pupils who have SEN. Training has included dedicated sessions on understanding ASD, Neuro-diversity and inclusions in the 2023/24 academic year. The school also engaged in the SEN triad and in the 2024/25 academic year, will undertake training on the Solihull Approach and is part of the Herefordshire Partnership in Neurodiversity.

### **Teaching assistants (TAs)**

We have a dedicated team of TAs. At Ewyas Harold we ensure training is shared and all staff receive focused training on SEN areas of need. TAs deliver a range of interventions, including Plus 1, Power of 2, Toe by Toe and phonics interventions based on our accredited phonics scheme, Twinkl Phonics. Support is also focused in classrooms under direction from the school SENDCO and class teacher.

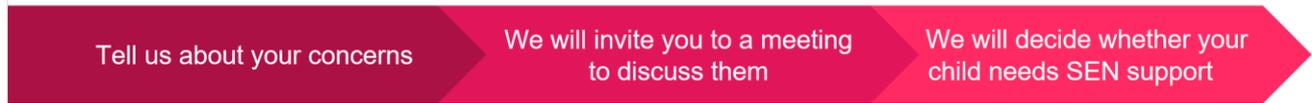
### **External agencies**

Sometimes we need extra help to offer our pupils the support that 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
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)

- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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



If you think your child might have SEN, the first person you should tell is your child's teacher. Teachers are available at pick up time each day and 1-1 meetings can be arranged as required.

They will pass the message on to our SENDCO, who will be in touch to discuss your concerns.

You can also contact the SENDCO directly via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for 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. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

### 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. This might include when there is a mismatch between a child's verbal and written ability, or a gap which results in a difficulty in a certain area.

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 support to help the child keep up with their peers. 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 talk to the SENDCO, and will contact you to discuss the possibility that your child has SEN.

The SENDCO 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 SENDCO 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.

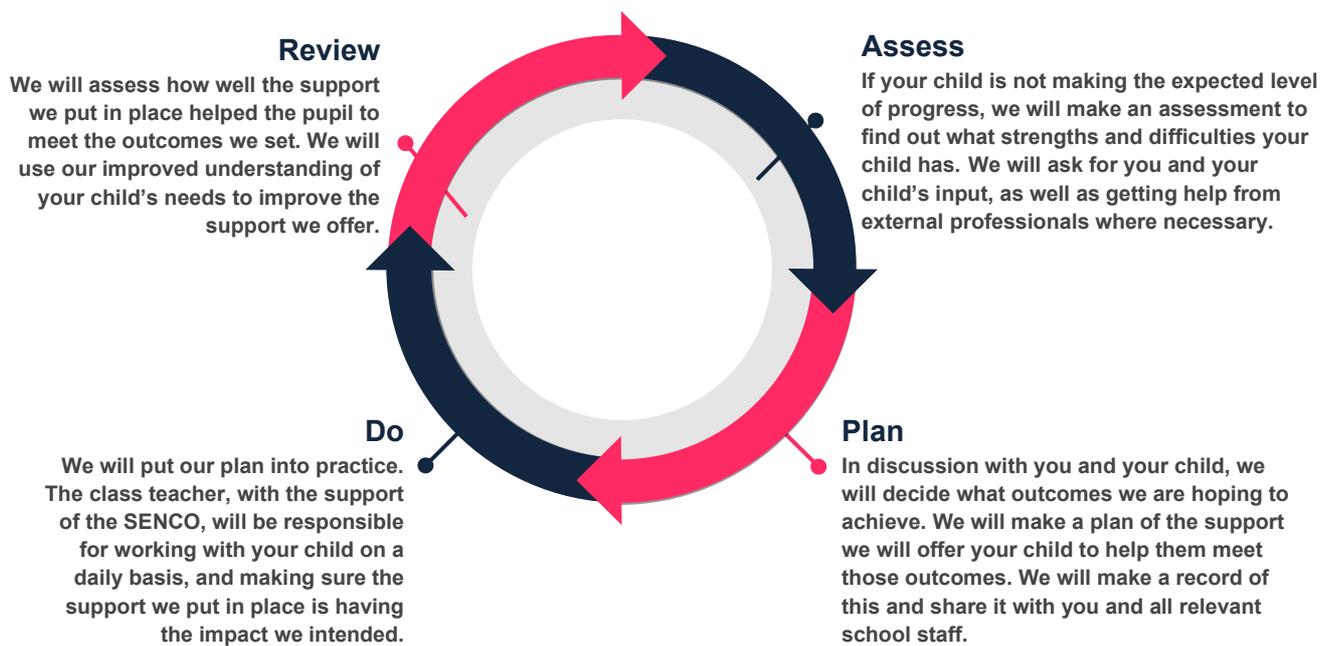
Based on all of this information, the SENDCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENDCO will work with you to create a SEN support plan for them.

### 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.

At Ewyas Harold we also hold termly pupil progress meetings with the SENDCo meets with teacher to discuss how child are progressing and identify areas of concern and approaches to be put into place.

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

We will provide annual written reports as well as termly parents meetings and additional review meetings to discuss progress.

Your child's class teacher will meet you to:

- Set clear outcomes for your child's progress
- Review progress towards those 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 SENDCO 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. So 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

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

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

Pupils views are taken into account when organising support for their needs. They take part in setting and reviewing their own targets.

## 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 and high-quality classroom 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 differentiate (or 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:

- Classroom layout, seating arrangements, access to equipment, visual timetables and wordbanks
- Differentiating 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.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants can support pupils on a 1-to-1 basis
- Teaching assistants can support pupils in small groups

The following tables includes examples of some

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories

	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays, coloured paper, adapted chairs and classroom equipment. Toe-by-Toe. Plus 1.
	Moderate learning difficulties	External support and guidance is sought to ensure support is targeted and effective. IEP in place.
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation, social stories, IEPs, ELSA
	Adverse childhood experiences and/or mental health issues	Nurture groups, ELSA, School nurse, Play Therapy
<b>Sensory and/or physical</b>	Hearing impairment	Hearing sounds systems
	Visual impairment	Adapted class environment, provision of appropriate materials
	Multi-sensory impairment	
	Physical impairment	

We use the following interventions:

Reading – Twinkle phonics, Toe by Toe, paired reading, daily reading

Writing and spelling – handwriting support, fine and gross motor, Twinkle Spelling, speech to text software

Maths – Numicon, Plus 1, Power of Two

These interventions are part of our contribution to Herefordshire’s local offer.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We strive to improve access to physical environment of the school.

The full school’s accessibility plan can be found on the schools website.

## 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 towards their goals each term
- Reviewing the impact of interventions at regular and appropriate intervals
- Using pupil questionnaires

- Monitoring by the SENDCO
- Using provision maps to measure progress
- 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 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 SEND?**

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including any residential trips that are arranged.

All pupils are encouraged to take part in sports day, the school play and other additional events that take place. Adaptations will be made to ensure all pupils are able to engage in discussion with the child and family as appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How will the school support my child's mental health and emotional and social development?**

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

- Pupils with SEN are encouraged to be part of the school council
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. Please see the school's Behaviour policy.

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

We aim to make transitions as easy as possible for all of our children:

When a new child is due to start our school we will:

- Meet with the child and parents/carers to talk about any additional needs and answer any questions about school.

- Speak with staff from the child's previous setting

### **For children starting in Reception we:**

- Offer taster sessions in the summer term
- Offer a home visit from the class teacher

### **Between years**

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

- Ask both the current teacher and the next year's teacher to attend a meeting of the year when the pupil's SEN is discussed
- Schedule transition sessions towards the end of the summer term

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

The Designated Safeguarding Lead will work with the SENDCO to 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 SEND. 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.

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

The school's complaints procedure can be found on the school's website or by contacting the office. Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our school discriminated against your child because of their SEND, 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.

## **16. What support is available for me and my family?**

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

To see what support is available to you locally, have a look at Herefordshire's local offer. Herefordshire publishes information about the local offer on their website:

[www.herefordshire.gov.uk/localoffer](http://www.herefordshire.gov.uk/localoffer).

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

National charities that offer information and support to families of children with SEND are:

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

## 17. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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
- › **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 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 SEND
- › **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 which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. 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
- › **SENDCO** – the special educational needs and disabilities 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 which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages