

Endsleigh Holy Child VC Academy



**ENDSLEIGH
HOLY CHILD**
VC ACADEMY

SEN Information Report 2025–2026

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Our school's approach to supporting pupils with SEND

Endsleigh Holy Child VC Academy, we are an inclusive community with an ambitious curriculum for all. We believe that support for Special Educational Needs and Disabilities (SEND) is a shared responsibility across our entire school.

Our approach to identifying needs follows a structured process:

- **Initial Concern:** When a staff member has a concern about a learner, they send a "cause for concern" email to the SENDCo, Mr Jordan Fox.
- **Internal Discussion:** The teacher discusses the learner's areas of development or difficulty with the SENDCo.
- **Parental Meeting:** The class teacher, sometimes with the SENDCo, meets with parents or carers to discuss the concerns in detail.
- **Information Gathering:** Further information is collected from other teachers and professionals who have worked with the child. A member of the Senior Leadership Team (SLT) may also carry out a lesson observation.
- **Needs Analysis:** The SENDCo and teacher decide if the learner has a Special Educational Need (SEN) or if their needs can be met by other school teams like Pastoral or Safeguarding.
- **SEN Register:** If an SEN is identified, parents are informed that their child will be added to the SEND register.

Catering for different kinds of SEND

At Endsleigh Holy Child, we are an inclusive community committed to ensuring that all children, regardless of their needs, can achieve their full potential. We provide support across the four broad areas of Special Educational Needs and Disabilities (SEND).

Cognition and learning

All lessons are carefully scaffolded, breaking down complex concepts into smaller, manageable steps. Teachers use a multi-sensory approach to teaching, incorporating visual, auditory, and kinaesthetic elements to support different learning styles. Frequent recapping of previous learning ensures knowledge is retained.

Teachers adjust the pace and content of lessons for individual students. They might provide writing frames, word banks, or use technology to support learning. Flexible grouping allows for targeted support within the classroom.

We are developing our use of evidence-based interventions for literacy and numeracy.

Communication and interaction

Classrooms are 'communication-friendly' with the use of visual timetables, clear and simple language, and giving students adequate thinking time. We create a structured and predictable environment to reduce anxiety.

Teachers adapt their language and provide tools like sentence starters and keyword mats. We pre-teach vocabulary to small groups and use flexible grouping to model positive social interactions.

For students needing more direct support, we run targeted interventions, often in small groups or one-on-one. These sessions focus on specific skills such as understanding social cues, conversational turn-taking, and emotional regulation, sometimes using programmes ELSA, and tailored interventions from Speech and Language Therapists.

Social, emotional and mental health

We foster a positive and predictable classroom culture with clear routines and expectations. All staff model respectful and empathetic relationships, and PSHE (Personal, Social, Health, and Economic) education teaches all students about emotions and well-being.

Staff are attuned to the emotional needs of students, providing calming breaks, 'check-in' opportunities, and personalised praise. We adapt tasks to ensure they are manageable, which helps to build self-esteem and resilience.

We provide targeted support through social skills groups, and access to our Emotional Literacy Provision and staff. For individuals with more significant needs, we collaborate with external professionals to deliver specialised interventions.

Sensory and/or physical needs

Our classrooms are organised to be physically accessible and not over-stimulating. Teachers are mindful of the sensory environment, considering factors like noise levels and visual clutter. We incorporate movement breaks for all students.

We make reasonable adjustments for individual students, such as providing sloped writing boards, pencil grips, or allowing the use of fiddle toys. Seating arrangements are considered to best support a student's sensory or physical needs.

For students with more complex needs, we work closely with specialists like occupational therapists and physiotherapists. This may involve specific programmes to develop fine or gross motor skills, or the use of specialised equipment to ensure full access to the curriculum.

Key staff and expertise

Name of staff member	Area of expertise
Miss Rebecca Nahurski	Emotional Literacy (ELSA)
Mrs Nichola Marsh	Emotional Literacy (ELSA)
Mr Jordan Fox	Emotional Literacy (ELSA) Senior Leader in Trauma Informed Practice

Mrs Victora Taylor-Scott

Senior Mental Health Lead

The SENCO

The Special Educational Needs Coordinator (SENDCo) at Endsleigh Holy Child VC Academy is Mr Jordan Fox.

Name of SENCO	Email address	Phone number
Mr Jordan Fox	admin@ehchull.org jfox@ehchull.org	01482 853203

Securing and deploying expertise

We ensure our staff have the necessary expertise through ongoing training and professional development.

- Whole-staff training is conducted during INSET days to keep SEND as a high-profile priority.
- Specific training on conditions like ASC, ADHD, and Dyslexia is delivered to relevant staff by both internal experts and external trainers.
- Staff regularly access training provided by the Local Authority's SEND department and local services like the Northcott Outreach team to ensure practice remains current.
- When a learner with a specific need is identified, a meeting is held with all colleagues who have professional contact with them to share expertise.

Equipment and facilities

At Endsleigh Holy Child, we are committed to providing the necessary resources to ensure all our pupils can access the curriculum and participate fully in school life.

Securing Specialist Equipment

We assess the needs for specialist equipment and facilities for each pupil on an individual basis. Following this assessment, funding may be provided by the school, or we will request support from appropriate external agencies. We work closely with specialist services such as **IPaSS (Integrated Physical and Sensory Service)**, who can provide equipment to support children with physical, visual, and hearing needs.

Using Specialist Equipment and Facilities

We use a range of specialist equipment and technology to support learning and remove barriers for our pupils:

- **Technology for Learning:** The use of technology is developing across our curriculum. We use a variety of online tools and software to support pupils, including RWI phonics videos, Times Table Rockstars, Dyslexia Gold, and Scratch.
- **Classroom Adaptations:** We provide a range of specialised equipment to help pupils access learning within the classroom. This includes iPads for children who have difficulty with written recording, sloping boards, coloured overlays (Reading Rulers), specially shaped pencils and pens, and wedge or wobble cushions to support posture and concentration.
- **Accessible Facilities:** Our **Accessibility Plan** details our commitment to improving the physical environment of the school. We maintain wheelchair-accessible toilets and ensure our school layout allows for safe movement around the building, with clear signage and exit routes.

Identifying and assessing pupils with SEND

Our Process for Identifying and Supporting Additional Learning Needs

At Endsleigh Holy Child, we are committed to ensuring every child has the support they need to succeed. If a member of staff has a concern about a student's learning or development, we follow a clear, collaborative process.

Step 1: Initial Concern and Consultation

Concerns regarding a learner's progress or development are initially raised by a staff member with the Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Jordan Fox. Following this internal consultation, the class teacher, alongside Mr Fox where appropriate, convenes a meeting with the learner's parents/carers. The purpose of this meeting is to discuss the concerns in detail and gather parental perspective.

Step 2: Information Gathering and Observation

To develop a comprehensive understanding of the learner's needs, information is collated from all relevant teaching and support staff. This stage may include formal classroom observations conducted by a member of the Senior Leadership Team (SLT) to assess the learner's needs within the educational setting and to inform potential strategies.

Step 3: Needs Analysis and Pathway Determination

The SENDCo, Mr Fox and class teacher collaboratively analyse all gathered information. A determination is made as to whether the learner presents with a Special Educational Need (SEN), is monitored as a Cause for Concern (CC) or if their needs can be effectively met through alternative in-school provisions, such as pastoral or Emotional Literacy Support Assistant (ELSA) programmes.

Step 4: Creating a Support Plan

If we identify a SEN, we will inform the parents/carers that their child is being added to our SEND register. This allows us to formally track their progress and put tailored support in place.

Support Plan / Pupil Passport: All children with identified needs will have a Support Plan (sometimes called a Pupil Passport). This document outlines their targets, a summary of their needs, and the strategies that help them learn best. It is shared with all staff who interact with a child. The parents have three meetings (termly) to talk through the progress and support their child is obtaining. It allows them to have open discussions with the class teacher and have their input in the process.

In-School Assessments: We may carry out our own assessments to help identify the most effective support strategies and to determine if any special arrangements are needed for exams.

Step 5: Monitoring, Reviewing, and Adapting

Learners on the SEND register who receive specific interventions are monitored through the Assess, Plan, Do, Review (APDR) cycle. This iterative process ensures that support is dynamic and responsive to the learner's progress. All stages of the cycle are documented within the learner's Support Plan. A learner may be removed from the SEND register following sustained and significant progress.

Assess: We identify your child's needs.

Plan: We agree on the support and interventions to be put in place.

Do: We carry out the plan.

Review: We check the progress and adjust the plan accordingly.

This cycle is recorded on your child's Support Plan. If a child makes significant and sustained progress, they may be removed from the SEND register.

Step 6: Requesting Further Assessment (EHCP)

If a learner fails to make expected progress after a minimum of two APDR cycles, the SENDCo, Mr Fox, may initiate an Education, Health and Care Needs Assessment Request (EHCNAR) to the local authority. This is the formal pathway to determine if an Education, Health and Care Plan (EHCP) is required to meet the learner's significant and long-term needs.

An Important Note on Medical Diagnoses

Please be aware that conditions like Autism and Attention Deficit Hyperactivity Disorder (ADHD) are medical conditions and can only be diagnosed by a qualified medical professional. While our school assessments can highlight traits associated with conditions like Dyslexia or Dyscalculia, an external specialist must make a formal diagnosis. Our role is to identify needs and put educational support in place.

Consulting with pupils and parents

Parents

We are committed to working in partnership with parents and carers.

- **Regular Meetings:** We hold dedicated SEND parents' meetings three times a year.

- **Involvement:** Parents are involved from the initial stages when concerns are raised and are encouraged to contribute their own expertise and support strategies, such as helping with reading at home.
- **EHCP Reviews:** Annual review meetings are held for all students with an Education, Health and Care Plan (EHCP) within statutory timeframes.
- **Record Keeping:** All discussions from meetings are recorded, and relevant documents like Pupil Passports are updated and shared with staff.

Pupils

We value and act on pupil voice.

- **Awareness and Contribution:** If it deemed appropriate, and with the support of parents, learners are made aware of their own development targets, which are included on their Pupil Passport. They are supported by the class teacher, and Mr Fox if needed. Alongside this the front page of the Support Plan/Pupil Passports has their voice and comments throughout.
- **Representation:** We believe that everyone has the right to be included in all areas of the school.
- **Feedback:** We use student voice questionnaires, completed after each SEND parents' evening, to gather feedback.

Involving key stakeholders

We work closely with a number of outside agencies and services to meet the needs of our learners and support their families. We have excellent working relationships with colleagues from:

- The SEND department at the Local Authority (Hull and East Riding)

- Secondary school SENDCOs
- Northcott Outreach colleagues
- School Nurses
- Educational Psychologists
- Clinical Psychologists
- Speech & Language Therapists
- Occupational Therapists
- Physiotherapists
- Virtual School colleagues
- IPaSS colleagues
- Social Workers

Our positive relationships with these colleagues ensure we can work effectively with families to identify appropriate additional support and communicate how it will be implemented. For pupils who do not make adequate progress through our internal support systems, we may seek further assessment from external agencies.

Progressing towards outcomes

We believe that every teacher is a teacher of every child, including those with SEND, and we are committed to raising the aspirations and expectations for all our pupils.

- **For Parents/Carers:** We hold SEND parents' meetings three times a year. Our SENDCo, Mr. Fox, is also available during general parents' evenings. Following these meetings, pupils' passports and/or APDR (Assess, Plan, Do, Review) documentation are updated and

circulated to all relevant staff. For students with an Education Health and Care Plan (EHCP), annual review meetings are held in accordance with statutory timeframes.

- **For Pupils:** Learners are made aware of their outcomes and areas for development, which are included on their Pupil Passport. They are encouraged to contribute to their own progress and review their passport with the SEND team at least twice a year.
- **The APDR Cycle:** For learners who require support beyond Quality First Teaching, we use an Assess, Plan, Do, Review (APDR) cycle. The class teacher, supported by the Senior Leadership Team, assesses the progress of all students every half-term, and this progress is carefully monitored in pupil progress meetings.

Transition support

We are committed to providing a thorough and bespoke transition for our incoming students who are vulnerable or have SEND. We ensure we seek a range of advice from professionals who are already involved with the pupil. We hold meetings with Secondary colleagues to share details about vulnerable pupils and arrange additional transition support where needed. For pupils who have an EHCP, we work with Nurseries or families to arrange additional visits and meetings prior to them starting at Endsleigh.

Teaching approach

Endsleigh Holy Child is an inclusive community with an ambitious curriculum for all. Our approach is founded on the principle that SEND is a shared responsibility.

- Quality First Teaching ensures effective learning and progress for all learners, including those with SEND.
- Adaptive teaching strategies are embedded in our practice to allow all students to access our broad, balanced and ambitious curriculum and make progress relative to their individual starting points.

- We foster a collaborative approach ensuring effective interaction between the Senior Leadership Team, teachers and other teaching staff. This is further enhanced by regular lesson drop-ins and observations.
- Regular training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains high profile.

Adaptations to the curriculum and learning environment

At Endsleigh Holy Child, we are an inclusive community with an ambitious curriculum for all. Our commitment to supporting learners with SEND is a shared, whole-school responsibility. We adapt our curriculum and learning environment using a graduated approach to ensure all pupils can access learning and achieve their full potential.

The Foundation for All

This is the high-quality, inclusive teaching that every child receives every day. Our learning environment is designed to be accessible for all from the outset.

An Inclusive Curriculum: We believe every teacher is a teacher of every child. Our curriculum is designed to be ambitious for all, and staff receive regular training to ensure they can meet a wide range of needs within their classroom.

Accessible Environment: Our Accessibility Plan outlines our commitment to making the physical school environment accessible. This includes maintaining wheelchair-accessible toilets, ensuring corridors and exit routes are kept clear and well-marked, and being mindful of classroom layouts to allow safe movement for everyone.

Personalising the Learning Experience

Adaptive teaching is how we adjust our Quality First Teaching to provide additional support and resources, making the curriculum and environment accessible for individuals and groups of students.

Adapting the Curriculum: For students who require it, we make specific adaptations, such as providing pastoral support, adjusting timetables, and using different methods for assessment to allow them to demonstrate their knowledge and skills effectively.

Specialist Equipment: We provide a range of specialised equipment to remove barriers to learning, based on individual needs. This includes:

- iPads to support children who have difficulty with recording their work.
- Sloping boards for pupils with fatigue or physical disabilities.
- Coloured overlays (Reading Rulers) for pupils with visual stress.
- Specially shaped pencils, pens, and grips.
- Wedge or wobble cushions to support posture and concentration.

Targeted and Specific Support

For students who require support that is more targeted, we implement highly intentional interventions and curriculum pathways. This approach is precise and focused on meeting specific, and often complex, needs.

Individualised Programmes: We work closely with external specialists to implement individual programmes for students, such as physiotherapy, occupational therapy, and speech and language therapy, which are integrated into their school day.

Our Accessibility Plan, in accordance with the Equality Act 2010, details our objectives to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils with a disability.

Inclusivity in activities

All our learners follow an enrichment programme which ensures the development of cultural capital through educational visits and immersive experience days that are inclusive. All children have access to after-school clubs, and we will support them in taking part in the club of their choice. Our Senior Leadership Team, where required, will support the inclusion of SEND students in extra-curricular opportunities to ensure no learner is unable to access the enrichment offer. This includes support within extracurricular clubs and assistance with school productions and events.

Supporting emotional and social development

Within Endsleigh, we have three named Emotional Literacy Support Assistants (ELSAs) who work throughout the week. They work closely with the SENDCo to provide support for our pupils. We also access support from Northcott outreach and other outside agencies.

To ensure we listen to the views of our pupils, our Student Council is representative of students with SEND. We also gather student and parent/carers feedback through voice questionnaires completed after each SEND parents' evening.

Evaluating effectiveness

If learners have made satisfactory progress, especially those on school support who only access Quality First Teaching, they may be removed from the SEND register with parental consent. If learners have not made expected progress, additional support may be implemented, and teacher-led strategies will be refined. The impact of our interventions is reviewed on a termly basis and is increased, decreased, or adapted as appropriate.

Other information we consider when evaluating the effectiveness of our provision includes attendance, attitude to learning, behaviour and suspension data.

Handling complaints

We are committed to working in partnership with parents and aim to resolve any concerns at the earliest possible stage. We take all complaints seriously and have a clear, staged procedure to ensure they are handled effectively.

Step 1: Initial Informal Discussion

We encourage parents to raise any concerns informally in the first instance, as this is often the quickest and most effective way to reach a resolution.

- Please speak with your child's class teacher or our SENDCo (Mr. Jordan Fox). You can arrange a meeting by contacting the school office at admin@ehchull.org.
- During this meeting, we will listen to your concerns, share information, and agree on the next steps to support your child.

Step 2: Formal Escalation

If you feel that your concerns have not been resolved satisfactorily through an informal discussion, you can escalate your complaint.

- You should contact the following senior colleagues via **admin@ehchull.org**:
 - **Mrs E Barrs** (Headteacher)
 - **Mr J Guthrie** (Assistant Head)

- Your complaint will then be managed in line with our official Complaints Policy and Procedure, which is available on the policies page of our school website. This policy outlines the formal stages of investigation and response.

Step 3: Trust Level Complaint

If, after following the school's formal procedure, you are still not satisfied with the outcome, you can escalate the complaint further to the St Cuthbert's Roman Catholic Academy Trust.

Additional Support and Advice for Parents

We advise parents to seek further guidance regarding support, services, and activities available for children and young people with SEND. The Local Offer websites provide impartial information, advice, and support:

- **Hull's Local Offer:** <https://hullsendlocaloffer.org.uk/>
- **East Riding's Local Offer:** <https://www.eastridinglocaloffer.org.uk/>

Local Offer

Hull City Council's Local Offer

Hull's Local Offer is designed to support families by providing clear, comprehensive, and accessible information about the provision available in the city.

What you can find on Hull's Local Offer:

- **Education:** Details on how early years settings (nurseries, pre-schools), mainstream schools, and colleges identify and support children with SEND. It also provides information on specialist schools and services.
- **Health and Social Care:** Information on accessing health services like speech and language therapy, occupational therapy, and CAMHS (Child and Adolescent Mental Health Services), as well as social care support, including short breaks.
- **Preparing for Adulthood:** This section focuses on the support available for young people as they move into further education, employment, independent living, and how they can be involved in their local community.
- **Leisure and Activities:** A directory of clubs, groups, and activities in the Hull area that are accessible for children and young people with SEND.
- **Help and Support for Families:** Information on local support groups, financial advice (such as applying for benefits), and guidance on processes like applying for an Education, Health and Care Plan (EHCP).

Key Services: Hull's Local Offer also provides contact information for key support services like **KIDS**, who provide impartial Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for families in Hull.

Website: You can access the full Local Offer here: [Hull SEND Local Offer](#)

East Riding of Yorkshire's Local Offer

The East Riding Local Offer provides a vast range of information and support for families living in the East Riding of Yorkshire.

What you can find on the East Riding Local Offer:

- **Early Years and Childcare:** Information on how to find and choose childcare, and the support available for children with SEND in pre-school settings.

- **Education, Training and Employment (0-25):** Details on support in schools, the process for requesting an EHC Needs Assessment, post-16 options, and routes into employment.
- **Health and Wellbeing:** Information on accessing services from the NHS, including specialist children's services, therapies, and support for emotional and mental health.
- **Social Care, Money and Transport:** Guidance on social care assessments, short breaks, financial support and benefits, and help with transport to school or college.
- **Things to Do and Community:** A comprehensive directory of local activities, youth groups, and community support networks for families and young people.
- **Parent Carer and Family Support:** Links to local and national organisations that provide advice, information, and support for parents and carers of children with SEND, including the local Parent Carer Forum (**FISH – Families Information and Services Hub**).

Website: You can access the full Local Offer here: [East Riding Local Offer](#)

Named contacts

Name of individual	Role	Contact information
Mr Jordan Fox	SENDCo and DSL	admin@ehchull.org 01482
Mr Joshua Guthrie	Assistant Head of School	

KIDS	Hull's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)	01482 467541 hullsendiass@kids.org.uk
Collis Mediation Ltd	Hull Mediation Advisor	info@collismediationltd.com www.collismediationltd.com
East Riding SENDIASS	SENDIASS	01482 396469 sendiass@eastriding.gov.uk
Community Accord	ER Mediation Advisor	01274 223313 info@communityaccord.com communityaccord.com