



**ENDSLEIGH  
HOLY CHILD**  
VC ACADEMY

# SEND Information Report

## September 2024

### Contact details:

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Further information regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them can be found on the following websites:

- <https://hullsendlocaloffer.org.uk/>
- <https://www.eastridinglocaloffer.org.uk/>

### SEN needs that are provided for in our setting:

- There are four broad areas of Special Educational Needs identified within the SEND code of practice:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- Within our setting we currently have learners with the following needs: Autism, Speech Language & communication needs, Sensory processing difficulties, Moderate/Severe learning difficulties, Social Emotional and Mental health needs, ADHD, medical needs, Dyslexia, and Diabetes.

### Identifying learners with SEN and assessing their needs:

- If a member of staff raises concerns about a learner a cause for concern email is sent to [jfox@ehchull.org](mailto:jfox@ehchull.org).
- Within Endsleigh Holy Child the staff teacher would speak to the SENDCo about the child and look at any areas of development or difficulty. Once this has been identified then the class teacher (alongside SENDCo if appropriate) will meet with parents/carers to discuss this in detail.
- Information is then gathered from teachers and other professionals who have interacted with the child.
- Observations of the learner in lessons are carried out by SLT (if appropriate).
- A discussions is then had with the SENDco and class teacher to decide if the need is SEN or if it is a concern that can be met by support from other teams within school (Pastoral/ELSA, Safeguarding etc).
- If it is agreed that there is an SEN need parents are contacted and informed that their child is going to be added to the SEND register – this is recorded on CPOMs and updated on SIMS.
- Assessments that can be carried out 'in house' then take place to identify appropriate support strategies and centre assessed exam access arrangements that can be implemented.
- It is important to note that ASD and ADHD are medical conditions which can only be diagnosed by a medical professional. We screen students for processing speed in school but cannot diagnose Dyslexia or Dyscalculia. Learners for whom needs can be met by Quality First Teaching have a Support Plan/Pupil passport individual education plan which is accessible to all adults who interact with the learner.
- Learners for whom needs are met by Quality First Teaching and further supported by specific interventions including the involvement of outside agencies/services are monitored via the APDR (Assess, Plan, Do, Review) cycle. This is also monitored and logged on the Support Plan/Pupil Passport.
- If appropriate progress is made once the APDR cycle is complete, learners may come off the SEND register.
- If additional, specific support is identified as a requirement once at least 2 cycles of ADPR have been completed, the SENDCo may consider completing an EHCNAR (Education Health and Care needs assessment request) to assess if an EHCP (Education Health and Care Plan) is required to provide further targeted support for the learner.

### Arrangements for assessing and reviewing learners' progress towards outcomes:

- We hold an SEND parents meetings 3 times a year. This usually happen at the end of the term.

- We will also have the SENDCo available within any additional meetings, such as parents evenings.
- All discussions from meetings with parents/carers/learners are recorded on our SEND meeting template and then students' pupil passports and/or APDR documentation (where applicable) are updated appropriately and circulated to all staff who interact with the learner.

#### Evaluation of effectiveness of our provision for learners with SEND:

- If learners have made good progress, especially those on school support who only access the universal support of Quality First Teaching, they may be removed from the SEND register with parental consent.
- If learners have not made expected progress with support in place, additional support may be implemented and teacher led support strategies will be refined.
- The impact of interventions is also reviewed on a termly basis and this is increased, decreased or adapted as appropriate.
- Other information which is considered when evaluating the effectiveness of our provision for learners with SEND includes attendance, attitude to learning behaviour and suspension data.

#### Consulting parents/carers of learners with SEN and involving them in their child's education:

- SEND parents' evenings take place in Half term 3 and Half term 5 and there is an opportunity for all parents/carers to speak to representatives from the SEND team on Parent/Tutor evening and day in Half term 3.
- All meetings are recorded on our SEND meeting template and appropriate updates are made to learners' APDR cycles and/or pupil passports which are then communicated to relevant staff and stored electronically centrally on TEAMS.
- All discussions in meetings include expectations of parents' contributions towards support (eg listening to their child reading at home, supporting with consistent bedtime and morning routines etc).
- Annual review meetings are held in accordance with statutory timeframes for all students who have an EHCP.
- Arrangements are made for supporting learners who are looked after by the Local Authority and have SEND – adults who care for learners who are CLA are invited to all meetings.
- Members of the SEND team attend meetings for CLA learners to share relevant information regarding the support in place for those learners thus working collaboratively with Pastoral and Safeguarding Teams.

#### Consulting learners with SEND and involving them in their education:

- Personal Tutor meetings and check ins take place 5 times a year – these are 1:1 interactions with learners.
- Learners with SEND are made aware of their outcomes (EHCP) or areas for development (SEN K) and these are included on their Pupil passport. Students are encouraged to contribute effectively to the progress towards these and they are supported by the SEND team in reviewing their pupil passport at least twice in the school year to ensure all information is relevant and up to date.
- Our Student council is representative of students with SEND.
- SEND parent/carer and student voice questionnaires are completed after each SEND parents' evening.

### The approach to teaching learners with SEND:

- Endsleigh Holy Child is an inclusive community with an ambitious curriculum for all.
- Quality First Teaching ensures effective learning and progress for all learners including those with SEND.
- Regular training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains high profile.
- SEND is a standing agenda item for weekly Senior Leadership meetings and briefings.
- TA support across the school with students who have an EHCP and those at school support (SEN K) which ensures collaborative interaction between the Senior Leadership Team, teachers and other teaching staff.
- This collaborative approach, which underlines that SEND is a shared responsibility at Endsleigh Holy Child, is further enhanced by lesson drop ins and observations.
- Adaptive teaching strategies are embedded and allow all students to access and engage with our broad, balanced and ambitious curriculum and to make progress relative to their individual starting points.

### Adaptations made to the curriculum and learning environment of learners with SEND:

- Within Endsleigh we have begun to create our HALO provision. This provision is targeted provision for children across the school with the following needs:
  - Cognition and Learning,
  - Social, Emotional and Mental Health
  - Sensory and/or Physical.
- The use of technology and access to this within a variety of lessons is developing across our curriculum. This can be seen within:
  - RWI phonics videos
  - Times Table Rockstars
  - Dyslexia Gold
  - Scratch
- The pupils who do access the HALO provision have the main curriculum that is offered, whether this is in the classroom supported by time in HALO or from accessing the AQA Unit Award Scheme.
- well-being.
- In Year 9/10/11 select students follow our bespoke learning pathways which includes Humanities for Life and Life Skills. The curriculum for these subjects is ambitious and enables the students to access AQA Unit Award Scheme courses in history, geography and PSHE which deepen students' knowledge and afford them the opportunity to achieve regular AQA certificates as recognition of their work and achievements.
- Assessments are adapted appropriately and completed in a timely and supportive manner to allow students with SEND the opportunity to demonstrate the recall of prior knowledge, current knowledge and the application of knowledge and skills.
- Our Accessibility plan, in accordance with the Equality Act 2010, details current good practice, objectives, actions and success criteria in response to the following aims:
  - 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

### Support for improving emotional and social development:

- Within Endsleigh we have two named Emotional Literacy Support Assistants that work throughout the week. They work closely with the SENDCo to provide
- Life skills are also part of the HALO/Hub Provision.
- We also access support from Northcott outreach and also work with outside agencies

### How learners with SEND are enabled to engage in activities available to those learners who do not have SEND:

- All learners follow an enrichment programme which ensures the development of cultural capital, knowledge and skills through educational visits, and immersive experience days in school which are wholly inclusive.
- All children have access to afterschool clubs, the school will support in assisting the child to take part within the club of their choice.
- The Senior Leadership Team, where required, will support with the inclusion of SEND students in extra-curricular opportunities to ensure no learner with SEND is unable to access the enrichment offer. This includes support within extracurricular clubs and assistance with school productions and events.
- Throughout the year we have taken children with SEND to activities using a range of Sports Partnerships.

### Arrangements for supporting learners in moving between phases of education and in preparing for adulthood:

- 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 involved with the pupil.
- Meetings with Secondary colleagues enable us to give details about those students who are vulnerable or have additional needs. We also highlight any pupil who may need additional transition support and organise this with our Secondary Colleagues.
- For all pupils who have an EHCP, we would work with Nurseries or families to ensure they can have additional visits to the setting. This is supported by our SENDCo and any additional/relevant staff. This may also include additional meetings prior to their start at Endsleigh.
- Relevant and key members of staff within the school are briefed on the incoming SEND/vulnerable cohort prior to our early Transition arrangements to ensure that support offered is available and known.
- Close liaison with classroom teachers takes place to ensure appropriate and careful identification of students who may benefit from additional support or alternative learning. This is through the use of HALO provision and AQA Unit Award Scheme.
- Communication with home outlines the rationale for a student being recommended for the bespoke learning pathway to ensure future success whilst still accessing a broad and balanced curriculum.

### The expertise and training of staff to support learners with SEND and how specialist expertise will be secured:

- Whole staff training takes place during INSET to ensure the awareness and understanding of SEND remains high profile amongst the staff body.

- Specific training is delivered to staff who teach learners with specific additional needs (e.g. ASC, ADHD, Dyslexia etc) to ensure appropriate and consistent support. This is delivered by both external trainers and internal staff with specific expertise.
- Staff regularly access training in specific areas provided by the SEND department at the Local Authority and local services such as the Northcott Outreach team to ensure the best and most up to date practice is maintained.
- Where a specific individual need is identified, a meeting with all colleagues who have professional contact with the learner is held.

#### Involving other bodies in meeting learners' SEND and supporting their families:

- We work with a number of outside agencies and services to meet the needs of learners and support their families. We have excellent working relationships with colleagues from the agencies and services that support our learners and their families.
- Our positive relationships with colleagues in other services ensure we are able to work with families to identify appropriate additional support and the mechanisms by which the involvement of such support will be communicated to families and the learner with SEND.
- These agencies and services include the SEND department at the Local Authority, Secondary SENDCOs, Northcott Outreach colleagues, School Nurses, Educational Psychologist, Clinical Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, Virtual School colleagues, IPaSS colleagues and Social Workers.
- Where appropriate, we invite parents and carers to speak directly to staff regarding their child's SEND, as we recognise that they have expertise in this field and know their child best.

#### Arrangements for handling complaints from parents of learners with SEND about the provision made within our setting:

- If parents/carers do not receive a response they deem appropriate to a complaint and therefore wish to escalate this they should contact the following colleagues via [admin@ehchull.org](mailto:admin@ehchull.org)
  - Mrs E Barrs (Headteacher)
  - Mr J Guthrie (Assistant Head)
  - Fr W Massie (Trust SEND Director)

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