



SEND Information Report

In accordance with the
Section 65 (3) of the Children
and Families Act 2014

September 2025

Henry Hinde School staff (across our Infant and Junior school sites) strive to provide the highest quality teaching and learning to all pupils. Teachers plan to support the learning and progress of all pupils through a variety of methods; creative and innovative techniques and the use of a wide range of resources. These methods are adapted to suit the needs of all children including those with a Special Educational Need and/or Disability.

What is Special Educational Needs and Disabilities (SEND) in our school?

A child is identified as SEND, "... where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (Special Educational Needs and Disability Code of Practice, 2014)

How do we identify pupils who require additional support or intervention?



Henry Hinde School identify pupils with SEND in a number of ways.

- Careful tracking and monitoring of every child during their time at our school/s
- Conversations with parents and carers
- Through class teacher observations and assessments
- With the support of specialist professionals
- Transition information from feeder schools

Once this information has been gathered, a meeting will be arranged with parents and professionals to discuss the child's needs and the appropriate actions that need to be taken to help support their learning, including adding the child to the school's SEND register.

The four main categories of SEND

- **Cognition and Learning**
Where a child has difficulties with learning
- **Communication and Interaction**
Where a child has difficulties with communicating and interacting with others. This may include speech and language difficulties as well as conditions such as autism.
- **Social Emotional and Mental Health**
Where a child may have difficulties with social skills, emotional difficulties such as anxiety as well as a mental health condition.
- **Physical and Sensory**
Where a child has a medical or physical condition or sensory processing difficulties.

Who can you contact if have any questions or concerns?

Your child's class teacher should always be your first point of contact and should be able to answer most of your questions.

If you need to talk to a member of staff about a more specific special need and support available for your children, then the school's Special Educational Need Coordinator



Rachel Howard is available to meet with you and go through any issues you may have.

sendco@henryhinde.tlet.org.uk

We also have a Home and School Support Worker who can provide advice and support for parents and carers. **Jo Flaig** is in school Monday—Friday.

Infantoffice@henryhinde.tlet.org.uk (Children in years Reception—Year 2)

Junioroffice@henryhinde.tlet.org.uk (Children in years 3—6)

Appointments with our SENDCO and Home and School Support Worker can be made through the School Office.

How will we let you know how we are supporting your child?

If your children is placed on the SEND register, this will be done in consultation with you. You will be invited to a termly provision review. At this meeting, progress will be shared with you, and you and your child will be involved in planning next steps. We will ask you what progress you have seen and talk through any concerns.

An Individual Education Plan will then be shared with you which will detail:

- Who is supporting your child, and
- What will be done and when —both in the classroom and any separate interventions

How you can support your child?



The role of parents in supporting their child is essential. As experts in your child, you will be able to tell us things that we need to know and will have lots of ideas about how to help your child achieve their full potential.

As well as attending meetings, staff can give you advice and ideas about support you can provide at home.

What support do we offer at Henry Hinde School?



The provision at Henry Hinde School is personalised to each individual and is shared with parents at least termly using our Provision Map system. This will include adapting class learning, as well as providing interventions according to your child's individual need/s. The majority of children on the SEND register are supported at SEN support, but a few may require additional funding through an Education Health Care Plan.

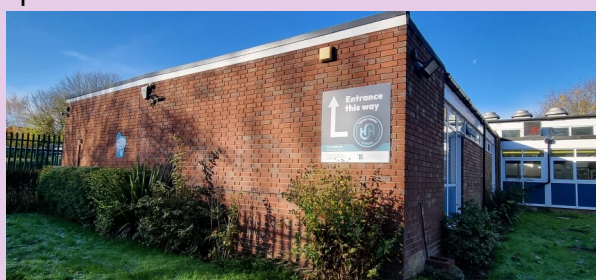
We ensure that children are provided with a high quality of teaching which is accessible to all children, through up to date training of all teaching staff and regular monitoring. Additional support may include:

- Further adaptations in class using visual aids and resources
- Advice to staff on a child's needs and the associated specific strategies for teaching and learning
- Individual or small group targeted intervention sessions
- Individual or small group support in the classroom
- Modification of the learning environment e.g. furniture or resources
- Use of educational technology
- Focused intervention with an external agency such as a speech and language therapist (NHS or private provision).

How do we adapt our environment for students with SEND?

We are regularly monitoring how accessible our learning environments are for all our children. This includes:

- Ensuring that there is access to all areas of the school
- Provision of disabled toilets and facilities as appropriate
- Installation of ramps to all group floor entrances
- Ensuring that all classroom and shared areas are communication friendly with pictures or symbols
- Providing equipment as well as tailored resources to meet individuals' needs
- Provision of quiet, low arousal spaces for pupils both inside the school and in our outdoor areas.



How does the school support the emotional and social development of children with SEND?

Henry Hinde School prioritises the social development and emotional well being of all its children. As a result, social and emotional development is embedded throughout the school curriculum and approaches to teaching and learning.

For those children who need additional support to improve their social and emotional development, our school provides a range of opportunities, which include intervention and nurture groups as well as one-to-one provision such as social stories or the Zones of Regulation intervention.

We also work closely with external professionals to provide adaptive support where needed. In addition, the school has a member of staff trained as a Lead Professional in Early Help to support families in promoting children's social and emotional development. For more information, refer to our whole school statement and procedures for Anti-Bullying.

How does the school consult and involve children with SEND and parents of children with SEND?

Children with SEND review their progress against their specific target areas with the support of classroom staff every term.

They are encouraged to reflect on what is going well, what they feel they can now do in their specific area of need that they couldn't do previously and how effective they feel the support they receive is. This information is shared with parents at SEND Review meetings.

In addition, all children are aware of their next steps in their learning as a result of high quality teaching. Parents are actively encouraged to be partners with the school in their child's education through informal discussions, telephone contact, Class Dojo (at our Junior site only), home school diaries (where appropriate), termly reports and parent consultation meetings.

In addition to this, parents of children with SEND are invited to termly SEND Review meetings attended by the SENDCo and class teacher where views of parents are actively sought as well as a full review of the child's provision and progress to date and the agreement of future provision. Parents receive minutes and copies of key documents from these meetings

How are our staff trained and supported in providing for pupils with SEND?

Rachel Howard is the SENDCO and holds the National Award in Special Educational Needs Coordination. She oversees the provision for all children on the SEND register and for those children with a suspected undiagnosed SEND. All staff receive on-going professional development training on high quality teaching and learning. Henry Hinde School works in partnership with a range of external professionals and specialists to ensure that we can provide the highest quality provision for children with SEN

Use of external agencies and professionals

At Henry Hinde School, we are supported by a number of external agencies including:

Amrani Bains from the Educational Psychology Service
Amy Such from Learning and Wellbeing Psychology (private Educational Psychology Service)
Susie Howles from the Specialist Teaching Service
Kieran Hyland from NHS Speech and Language Therapy
Becky Clinton from Pepper Therapy (Private Speech and Language Therapy Service)
Integrated Disability Service for Complex, Physical and Sensory Needs (IDS)
Connect 4 Health (School's Nursing and Wellbeing Service)
Child and Adolescent Mental Health Services (CAMHS)
Occupational Therapy (OT)

How does the school evaluate the effectiveness of its' SEND provision?

Our school evaluates the effectiveness of its SEND provision based on the progress children with SEND make. This occurs at least half termly through:

- Progress made from additional provision, including targeted interventions and one-to-one support;
- Progress made between Pupil Progress meetings;
- Review and evaluation of the annual SEND Learning Improvement Plan.

How does the school assess the progress children with SEND are making towards their outcomes?

All class teachers are responsible for assessing and tracking the progress children make, including those with SEND. This is done continuously through high quality teaching practices and the use of a whole school assessment tool.

This provides the SENDCo and other senior managers and leaders with up-to-date data and information about the progress of individual children, which is then scrutinised and discussed at termly Pupil Progress meetings. The focus of these meetings is to evaluate the effectiveness of provision in relation to progress toward children's individual targets and end of year/end of phase projected outcomes.

For those children in Key Stage 1 and 2 (Years 1-6) working below National Curriculum expectations, Birmingham language, literacy and maths toolkits are used to assess progress and achievement. This information is shared with parents in termly reports, parent consultation meetings and at SEND Review meetings.

How will we help prepare your child when they start at our school?

There is an enhanced transition program for children coming to our infant school site from our regular feeder nurseries and pre-schools, which includes pre-visits, opportunities to meet key staff, transition reviews with parents and use of a photobook, so that they can familiarize themselves with the school and staff over the holiday before they start.

For children transferring from another school into any year group, including transition to our junior school site, either from the immediate area or further afield, we also offer additional visits and transition meetings with school staff for parents, and school staff will contact previous schools for further information to ensure that your child has a smooth transition.

How will we help prepare your child when they move to another school?

All children in Year 2 and 6 are provided with transition support which includes transition activities with their peers, visits to their new schools and the sharing of information through transition reviews and communication between the two SENDCOs.

If your child has to move schools before the end of Year 2 or 6, we will work with the receiving school to ensure that they have the information they need to ensure a smooth transition.

If you require any further support or advice, Barnardo's Warwickshire SENDIAS (SEND Independent Advisory Service) provides specialist support and advice for parents of children with Special Educational Needs and Disabilities on the contact details below:



01788 593159

warwickshiresendiass@barnardos.org.uk

[Barnardo's Warwickshire \(warwickshiresendiass.co.uk\)](http://Barnardo's Warwickshire (warwickshiresendiass.co.uk))

Warwickshire County Council Local Offer:

www.warwickshire.gov.uk/send

What to do if you are unhappy about the SEND provision at this school?

Parents and Carers who are unhappy with any part of their child's provision or education, should initially, where possible raise their concerns with the class teacher, SENDCO or Principal. If the issue cannot be resolved at this level, parents should consult the school's complaints procedure.