



Penshurst Primary School
SEND Information Report 2025-2026



1. SEND Contact details:

Special Educational Needs Co-ordinator(SENDCO):

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2. Our school ethos for children with SEND (special educational needs and disabilities):

At Penshurst Primary School we believe that all children should receive an inclusive, high-quality education which is accessible to all. Our aim, therefore, is to try to ensure that we provide effective and appropriate interventions which will remove or reduce any barriers to learning which children may have and enable them to develop their independence.

3. Policies:

The policies below will enable you to find out more about the school's approach in other areas which may impact on children with SEND. The policies can be found on the school website [The HessleAcademy - Penshurst Primary School](#)

- **SEND Policy**
- **Behaviour Policy**
- **Anti-bullying Policy**
- **Health and Safety Policy**
- **Child Protection and Safeguarding Policy**

4. Admission Numbers:

The school currently has 444 children on roll. At the current time we have 12% of our pupils on the SEN register at the SEND Support level and 3% with Education, Health and Care Plans (EHCPs). These figures are below the national average for both SEND Support and EHCPs.



5. Identification and Assessment:

The identification of children with SEND at Penshurst Primary is primarily done in the following ways; If, following classroom observations and assessments, a member of staff has any concerns about a child having SEND, then they would usually approach the SENDCO to discuss their concerns.

Alternatively, staff have regular professional conversations with members of the senior leadership team, during which they will discuss any children who may not be making progress or whom they may have other concerns about. During these discussions staff will discuss whether a child may have a specific barrier to learning (SEND) or may just be working a little way below their peers and just need some help to 'catch-up'. The school also carries out regular assessment opportunities for Reading, Spelling and Maths, with all children, which may help to identify any children who may need additional support with their learning.

When it is identified that a child may have a barrier to learning then a detailed 'Expression of Concern' record is completed for the child which, details a child's areas of difficulty as well as some ideas to try to help support the child. This child's progress will then be closely monitored, and further testing may be done to find out more about the nature of the child's difficulties. If after a period of time as an 'Expression of Concern' it is thought that a child may have a barrier to learning, then, following consultation with the parents, the child will be placed on the school's SEND register.

SEND Support Plan:

Once a child is placed on the SEND register, a Learning Support Plan will be created. This details key information about the child's strengths, areas of concern and suggested resources and techniques as well as measurable, personal outcomes for each term. These outcomes are reviewed and updated termly. Parents are also requested to contribute their own views about their child's SEND needs. The children will then access appropriate resources and interventions to support them to make progress. Staff have access to the Local Authority's Ordinary Available Provision (OAP) document, which suggests a range of strategies and provisions for each of the four SEND areas, to support pupils to progress.

Children on the SEND register will be closely monitored to ensure they are making progress. Any resources/interventions used will be regularly evaluated and assessed to ensure they are enabling a child to make progress and support them with their learning. If a child is struggling to make progress, despite the interventions put in place, then an increase in termly outcomes and additional provision will be implemented. The school may seek further advice and support from an Educational Psychologist or other agencies such as Speech and Language or the Sensory and Physical Therapy Service etc.

Education, Health and Care Plans:

If a pupil is not making progress in their area of SEND and the Ordinarily Available Provision (OAP) is not sufficient to meet their needs, then the school may seek to request an assessment for an Education Health and Care Plan, with agreement from the child's parents. If granted, this will help the school to fund additional provision above the OAP in place. Parents of pupils with SEND can request an assessment for an EHCP at any time they wish to, although this may not be agreed if the child's needs do not meet the requirements set by the Local Authority.

6. Who to talk to about a child with SEND.

If a parent is concerned that their child may have Special Educational Needs, we would ask that they speak to their child's class teacher first about their concerns and then if required the teacher will refer them to the school's SENDCO, Nicola Loveridge.

7. Types of support available for children with SEND.

At Penshurst Primary our children with SEND are supported in some of the following ways, depending on what is most suitable for the child and their needs;

- Additional adult support in the classroom from the class teacher or a TA, where required, to work on specific learning/social development interventions
- Small groups for specific interventions.
- Adapted resources, e.g. practical resources, displays, tabletop, reminders, visual timetables.
- Home- School books.
- Personalized support, based on an individual Learning Support Plan (LSP).

- Support from outside agencies and professionals when required (direct working and advice for staff)
- Access to the school's ELSA (Emotional Literacy Support Assistant) for individual or group sessions.

8. The Huddle Hub

The school has an internal provision for learners we have identified as having social, emotional and mental health (SEMH) needs. Within this provision, there is a small cohort of learners who access support on a full-time basis, with the aim of gradually reintegrating them back into their mainstream classes when they are ready. The provision is centred around a key base, which acts as a transition space to support learners in developing the skills and confidence needed to return to mainstream learning. Wherever possible, learners are supported to access mainstream classrooms for part of their timetable, with provision carefully adapted to meet individual needs.

In addition to this, targeted interventions are delivered using the Thrive Approach. The Thrive Approach is a trauma-sensitive, preventative programme used in schools to support children's mental health and emotional development, enhancing learning, behaviour and attendance. Based on brain science and attachment theory, it provides tailored, arts-based and play-based activities to help learners feel safe, secure and ready to learn.

9. Awareness and understanding by all staff of children with SEND.

At Penshurst Primary we ensure that all members of staff are aware of children with SEND in the following ways:

- All children on the SEND register have a Learning Support Plan (LSP) which clearly displays their strengths and areas of difficulty as well as resources and techniques which work for a particular child.
- At the start of a year the SENDCO communicates with the adults working within a class to discuss any SEN children that are in the class and ensure that staff are aware of any important issues related to that child.
- Staff are regularly consulted about their SEND training needs and training sessions are provided using expertise both from within school and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable.
- The SENDCO regularly speaks to the Senior Midday Supervisors about any children who may need support at lunchtimes.

10. Letting parents/carers know about any SEND concerns regarding their child.

If the school has any concerns about a child then in the first instance the class teacher would request a meeting with the child's parent/carer. If required, parents/carers may then meet with the SENDCO in order to discuss their child's needs further.

11. Allocation of support.

Support for children with SEND is allocated according to an individual's needs and requirements, as discussed and agreed with some or all of the following: parents, teachers, the SENDCO, the senior leadership team and outside agencies, where suitable. We also aim to regularly review and assess the impact of support and change it as and when required. This model is also adopted for children moving between key stages.

12. Other services which provide support.

The school has a wide range of people and organisations which can provide support where required, including the following:

- CAMHS (Child and adult mental health service)
- Education Psychologists (Local Authority and Trust)
- Speech and Language therapists

- SaPTS (Sensory and physical support services)

13. Staff training.

Staff are regularly consulted about their SEN training needs and training sessions are provided using expertise both from within the school and from other professionals. This training is usually provided for teachers, TAs and Midday Supervisors where suitable.

The SENDCO also attends regular training sessions and courses in order to develop her understanding and knowledge. She also develops her skills and shares good practise by attending the local authority SENDCO forums and by attending termly SENDCO cluster meetings.

14. Adapting teaching for children with SEND.

If required, the teaching for children with SEND may be adapted in the following ways, according to the needs of the child:

- Class work is differentiated in small groups and individually when required. Children may access learning from a different phase if required.
- In a small number of cases, TAs work alongside the class teacher to support children with SEN individually or in small groups.
- Provision of suitable resources to help children access learning such as, practical equipment or visual resources
- Techniques such as over-learning and pre-teaching may be used to embed learning.

These techniques will be regularly reviewed and updated to ensure suitability and effectiveness.

15. Support available for parents of children with SEND.

At Penshurst School we offer the following support for parents of children with SEND:

- Two Parent's Evening meetings per year with the class teacher.
- Termly SEN Parent's Meetings in the school or by phone or email.
- SEND Learning Support Plans which have suggestions for working with individual children at home and provide the opportunity for parents to make suggestions to be included on their child's plan.
- 'Open-door' policy to speak to class teachers, SENDCO etc. when needed.
- Annual reports to parents.
- Advice from the school's ELSA (Emotional Literacy Support Assistant) on areas such as managing poor sleep and low-level anxiety.

16. Accessibility of school's physical environment for children with SEND.

Penshurst Primary School is fully accessible for wheelchair users and has ramps where required, it also has an alarmed disabled toilet.

17. Facilities for children with SEND.

Some of the facilities we offer children with SEND are;

- Differentiated teaching according to a child's needs, delivered in ways suited to individual children.
- Appropriate resources to enable children with SEND to access the curriculum.
- Support from outside agencies where appropriate such as Educational Psychologist, CAMHS, SaPTS etc.
- Intervention groups to support children with their learning, physical and emotional needs.

18. Transition for children with SEND.

Where required, children with SEND can access the following support when moving into a new class, phase or up to High School:

- For SEND children coming into Foundation Stage, the SENDCO or class teacher may attend meetings, where required, to get to know the child and evaluate their needs in the school. The school will liaise with the nursery, where applicable, and the SENDCO or class teacher may visit a child in this setting. The child may be then receiving extra transition visits into school and will meet any support workers who are to work with them.
- Towards the end of the school year some children with SEND may carry out transition activities such as; meeting their new teacher or TA, spending time in their new classroom/phase, creating a transition book with this information to look at over the summer holidays. The type and amount of transition activities will depend upon the individual needs of a child.
- For children moving up to High School, the SENDCO will liaise with the school that children are moving to and will evaluate their transition needs. Extra transition visits will be arranged on an individual or group basis as required and our SENDCO may meet with the High School SENDCO to ensure all relevant information about a child is passed on.

19. Complaints procedure.

At Penshurst Primary we operate an 'open door' policy and parents and carers are encouraged to speak to their child's class teacher about any concerns they may have, including any additional needs/support they may need.

Parents and carers who may need to discuss their child's needs further can contact the SENDCO or other members of the Senior Leadership Team. In the event of a complaint, we would encourage discussions with class teachers, SENDCO and the Headteacher to try and resolve any issues in the first instance. The school's complaints policy can be found on the website and we would ask that this policy is followed in the event of a formal complaint being made. In this instance the school would also advise parents to seek impartial advice and support from agencies which specialise in supporting the parents and carers of children with SEND, such as SENDIASS or KIDS.

Click on this link to access the Local Authority's (East Riding) Local Offer for children with SEND.

[Home \(eastridinglocaloffer.org.uk\)](http://eastridinglocaloffer.org.uk)