



SEND Information Report

2025-2026

Helpringham Primary Academy

The information below will provide you with answers to many questions you may have about the provision and support we provide for children in our Academy with Special Educational Needs and/or Disabilities.

We pride ourselves on building relationships with our children and families to ensure that we can work together for the best outcomes for our children. We welcome everyone into our community and aim to support every child to reach their full potential.

Mrs Kay is our Headteacher and Special Educational Needs and Disabilities Coordinator (SENDCo) and she can be contacted via the Academy office. All the contact details are at the end of this presentation.

The Special Educational Needs Improvement and Inclusion Lead for Voyage Education Partnership is Maxine Cunningham.



Acronyms and Abbreviations

There are many acronyms and abbreviations used in education, especially when talking about special educational needs and the support and provision available. To help, we have listed some of these below. This is by no means exhaustive! If you come across any and you don't know what they mean, please don't hesitate to ask us.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
COP	Code of Practice
EHCP	Education Health and Care Plan
EHCNA	Education Health and Care Needs Assessment
EP	Educational Psychologist
EWO	Education Welfare officer
LP	Learning Plan
NFER	National Foundation for Educational Research
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PT	Physiotherapist
SALT	Speech and Language Therapy
SATs	Statutory Attainment Tests
SENCo	Special Educational Needs Coordinator
SEND	Special Education Needs and Disabilities
SEST	Sensory Education Support Team
STT	Specialist Teacher Team
TA	Teaching Assistant
WTT	Working Together Team

What to do if you think your child has a Special Educational Need or Disability (SEND)

In the first instance we would like you to have a meeting and conversation with your child's class teacher about your concerns regarding your child's progress and needs. We like to work closely with our families to support our children so it is important that these conversations happen as soon as you have any worries.

If your child is joining us from another school during the school year then please have a conversation with Mrs Kay on your first visit to the Academy. This can be arranged through the Academy office.

How will the Academy decide if my child needs extra support?

In line with The Code of Practice 2015, we will identify a pupil as having a Special Educational Need if:

“...they (the child) have a learning difficulty and/ or disability which requires special educational provision to be made for them.” (COP p15)

A child has a learning difficulty if:

“...they have significantly greater difficulty learning than their peers.” (COP p15)

A child's disability can be referred to as a special educational need if:

“... (the disability) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.” (COP p15)

If the class/subject teacher feels that there is a need to investigate your child's difficulties further following the initial intervention period, then they will begin a cycle of provision review. This will begin with a cycle of assess, plan, do review.

This process (Cycle 1) includes setting a target/ targets for your child and arranging some additional to/different from provision aimed at helping them to achieve their target. Following this period of provision (approximately 6 weeks), the teacher will assess your child and ascertain how much progress has been made and have a conversation with you about this progress. If the targets have been met, then the decision may be made to discontinue the provision. If the targets have not been met, then another cycle of provision (Cycle 2) will be arranged and new targets set. If, after this cycle, progress is still slow and further support is needed then the decision will be made to move your child to the SEND Provision (Individual Education Plan 1) and they will be formally added to the Academy's Special Needs Register. This will be in full consultation with you. After a further 3 cycles of support through Individual Education Plans, if there continues to be little or no progress then further specialist assessments will be sought. These would be carried out by specialist outside agencies. At each stage of the process you would be invited in to discuss the provision and next steps for your child.

Who will support my child?

The class teacher remains responsible for planning the provision needed to help your child achieve their targets. This may be through Quality First Teaching in the classroom or in the form of a specialist intervention programme, delivered by a teaching assistant or teacher. However, the provision may also take the form of adjustments to the learning environment, timetable or specialist equipment.

Mrs Kay would also support you and your child with referrals to relevant outside specialist agencies as needed and if appropriate. Outside agencies may also work with your child in school to provide assessments or blocks of intervention.

Examples of outside agencies include:

Specialist Teaching Team (STT)

Speech and Language Therapy Team

Working Together Team (WTT) - Autism Outreach

Community Paediatricians

Early Years Specialist Teacher

Sensory Education Support Team (SEST)

Physiotherapists

Occupational Therapists

Dyslexia Outreach Service

Grief and Loss Support

Healthy Minds

Pilgrim Hospital School Outreach

Educational Psychologist

Support from these agencies is initiated by the school or sometimes parents depending on the referral process and the liaison with the Academy is coordinated by the SENCo.



What training and experience do the staff have for the additional support my child needs?

Mrs Kay has worked with families with children with additional needs for a number of years, supporting them to ensure their children receive the support they need to make progress and be happy at school. She is completing the NPQSEND. The Trust Inclusion Lead holds the SENCO Award and is an experienced SENCo.

Staff members receive regular training and support in awareness of, and various strategies to support, different special educational needs. They have also received training in:

Safeguarding

ELKLAN

Speech and Language Therapy

Paediatric First Aid

Precision Teaching

Epilepsy

Allergy Awareness

Diabetes

Autism

Dyslexia

Positive Handling

This training may relate to all staff or individual members of the team.

Where specialist training is required to meet the physical needs of a pupil, we will contact the relevant professional body who will support this. We will also seek advice through Voyage's SENCo network and the Trust Inclusion Lead.

What support will there be for my child's social and emotional wellbeing?

Please come and talk to us as soon as possible if you feel that there are concerns around your child's social and emotional wellbeing. This could be friendship concerns or events outside of school which are causing concerns to your child.

If your child has been identified as having a social or emotional difficulty, they will often be supported by the class teacher in the first instance or a member of staff who your child felt they had a good relationship with. All adults in the Academy believe in building strong relationships with the children to enable them to feel safe and secure in school.

If however it is felt their need is greater they may be given support by Mrs Kay or an outside agency where appropriate. This could include referrals to Healthy Minds or CAMHS.

Attendance is monitored constantly and where a pupil's attendance falls well below the expected level, parents would be invited to attend Attendance Panel Meetings where support and advice to aid improvement would be given.

We do believe that a pupil's SEND should not be a barrier to good attendance and as such, pupils with SEND are subject to the same attendance procedures as all other pupils.

I am a foster carer, what support does the Academy provide for children who are in care and have an additional need?

We have close working relationships with foster carers so that we can ensure daily communication. Children in care have an EPEP plan to support their learning and welfare needs, which is supported in school by our designated named adult to ensure progress.

How will my child be able to contribute their views?

It is essential that, even from an early age, pupils are included in decisions made on their behalf about their education. If an Individual Education Plan is implemented, then this plan will be discussed with your child and their ideas for targets recorded. We also create Pupil Passports with any child on the SEND register to ensure that their voice is heard regarding their strengths and areas for development. All pupils with an Education, Health and Care Plan (EHCP) are given the opportunity to contribute their views either verbally or in writing for an Annual Review Meeting.

We always value the views of all individual pupils and listen to their opinions about issues which affect their lives.

How will the curriculum be matched to my child's needs?

Adaptation is key to meeting the needs of all pupils and this is an essential part of what we call 'Quality First Teaching'. Teachers make learning accessible in a variety of ways including changing the outcome, providing supportive resources and scaffolds and using adult support.

By adapting the learning, teachers can ensure they are meeting the needs of your child appropriately therefore increasing the chance of success. If your child has a physical need, then we would work with the specialist agencies to ensure that they had the relevant equipment they needed.

What opportunities will there be for me to discuss my child's progress?

We pride ourselves on working closely with our families to ensure the best outcomes for your child. Your child's class teacher would always welcome the opportunity to speak with you at a mutually convenient time. Either speak to your class teacher on the school gate to arrange a meeting or phone the Academy office to arrange it.

If your child has an Individual Education Plan (IEP) you would be invited to review these with the class teacher. In this meeting you would discuss the progress your child has made against the targets which have been set and what the next steps should be. Once the new IEP has been written you would be given a copy of the plan to enable you to add your comments and to see the current targets.

If your child has been seen by an outside agency such as the Specialist Teaching Team you would be given the opportunity to discuss the report with the specialist teacher. If your child has a block of Speech Therapy in school you would be invited in to be part of that journey to ensure that you are able to continue to support your child at home.

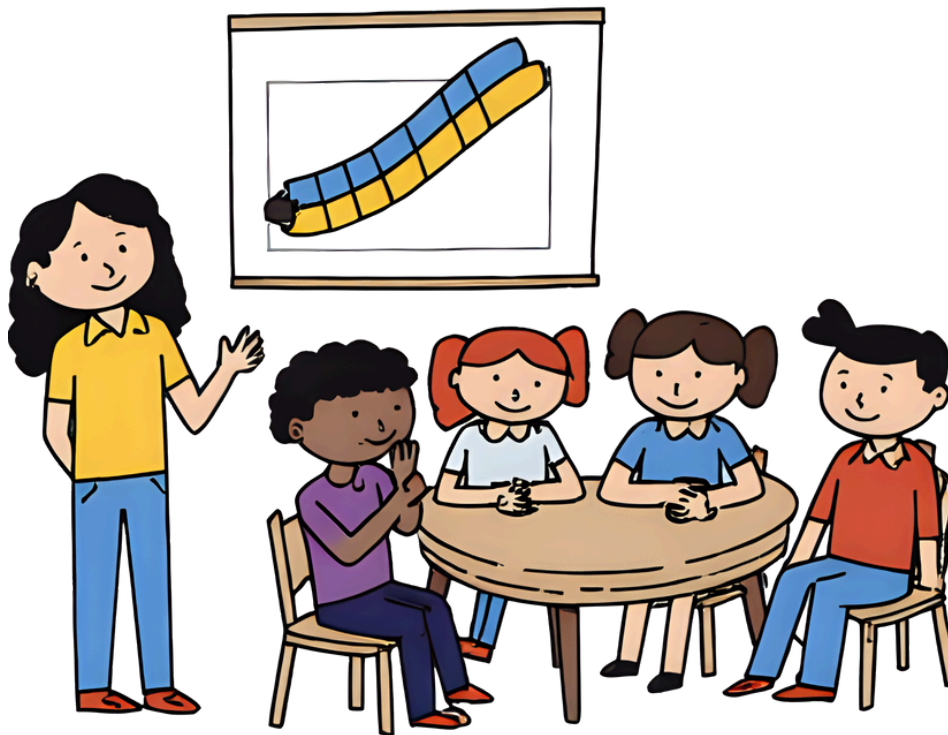
Three times a year we hold parent-teacher consultation meetings. One in Term 1 to discuss how your child has transitioned into the next class/year group. Another meeting in Term 4 to discuss your child's attainment and progress so far in the year. And a final optional meeting in Term 6 to discuss any comments/outcomes on your child's school report if needed.

How will I know how much progress my child is making?

Assessment is an on-going tool used by teachers to plan appropriate work for the pupils in their class. Teachers use both summative and formative assessment. Summative is the assessment which is based on a test or quiz and tests the pupils' knowledge on a particular subject. Formative assessment is assessment which teachers do every day, which comes from a variety of sources including what children say, what they write or activities they may complete. Over a term, teachers gather the formative assessments they have made on your child and consider where the your child's attainment is in line with the expectations for their year group.

Statutory assessments are undertaken in Foundation Stage where pupil progress is measured against the national Early Learning Goals. Phonic screening is carried out in Y1 during the Summer Term. Multiplication Check in Year 4 and Statutory SATs assessments are administered to pupils in Year 6.

For pupils on the SEND register, the teacher and SENCo may feel it is appropriate to assess them against the expectations of a lower year group. For example, a pupil Year 4 may be assessed against the expectations of a Year 2 pupil. For some pupils, whose attainment is below the expectations of Year 1 then the Cherry Garden assessment framework is used.



How will my child be included in trips and activities outside of the classroom?

We use educational visits to enhance the learning in the classroom. We will always include your child when planning a visit, ensuring any specific needs are taken into account within our risk assessments.

If you wish to support your child on a school visit then please speak to your child's class teacher. Dependent on the needs of your child and the outcomes of the risk assessment you may be asked to support your child on an educational visit.

All children are invited to attend after school sports clubs and would be supported to access these along with their peers.

Is your Academy accessible to all?

We are proud of the inclusive nature of all our Academy, and we will endeavour to ensure that all children can be admitted into our settings, regardless of any physical disability. As a public service provider, we are bound by the Equality Act (2010) to ensure that we make 'reasonable adjustments' to the facilities and activities made available to our pupils. As such, there would be very few occasions where we would not be able to admit a child because of their disability. We would

work with the specialist agencies supporting your child to ensure that we can support their needs in the best way possible.

Our school is fully accessible to all. Toilet facilities for disabled pupils and visitors are available. We also have a hygiene suite with a shower.

Where necessary, for pupils with complex additional needs, evacuation risk assessments are agreed in consultation with the teacher, TA, SENCO, Headteacher and Parents. This plan would identify the needs and level of assistance which may be required in the event of an emergency incident which needed the building to be evacuated.

How will the Academy support my child to join the school?

If your child was due to join us in Nursery we would meet with you in the first instance to discuss your child's needs and what you felt your child needed to support their positive transition into school. This may include shorter visits and building up their time in Nursery or providing you with photos of the key staff and the classroom to help your child familiarise themselves with our school.

If your child was starting with us in Reception in September we would have held meetings with your child's pre-school setting to discuss your child's progress, support and needs prior to starting school. Mrs Kay would also meet with the Early Years Specialist Teachers and discuss pupils with whom they have been working. You and your child would be invited into school in order to familiarise yourself with the new surroundings, routines and school team.

If your child was joining our school during the school year we would encourage you to arrange an initial meeting with Mrs Kay to discuss your child's needs and to enable your child to meet their new class teacher and see the classroom. We would also make contact with your child's previous school to discuss the provision they had in place.

If your child is moving from Year 6 to secondary school the Year 6 teacher would have conversations with the secondary school link teacher regarding the support your child may need. In addition, if needed, Mrs Kay would speak to the SENDCo at the secondary school to ensure that they fully understood your child's needs and provision required.

How will the Academy support my child with the transition to their new class?

At primary level, when pupils move from one year group to the next, the pupils will have a transition time where they will go to their new classroom and meet their new teacher. If your child needed additional visits this would be arranged to ensure a positive transition. As we are a small school the children become familiar with all the members of staff and their surroundings which supports these changes.

Mrs Kay will arrange time for the teachers to view the SEND files for the pupils, so that they can familiarise themselves with the needs of the pupil and the provisions which need to be in place from September.

At Secondary level, the pupils will be involved in transition days, where they meet their new teachers and get to know their form tutor.

How can I be involved in supporting my child at school?

We truly want to work in partnership with you to support your child's needs and outcomes. We use Tapestry to keep parents/carers up-to-date with their child's current learning. We ask that you attend your child's IEP reviews and speak to your class teacher about any concerns. You will be able to see your child's current targets on the IEP so it would be great if you could work on them at home too.

Parents are encouraged to support their child with homework such as reading, spellings and timetables. Parents are also encouraged to attend school events and help on school trips. This would be subject to a relevant DBS check through the school office.

We can provide suggestions for suitable resources such as website, apps as well as specific strategies to support your child's needs.

How does the Academy monitor the effectiveness of the SEND support available?

This is done through a variety of methods including: monitoring pupil progress, learning walks and lesson observations as well as conversations with the staff team.

SEND provision is quality assured by the Trust through a variety of activities during the school year.

What should I do if I have a complaint about the SEND provision at the Academy?

In the first instance this complaint should be addressed with Mrs Kay, Headteacher. Following this, if you feel the situation has not been resolved, then the Academy has the Complaints procedure detailed on the website or alternatively, a copy can be obtained from the school office.

Academy contact details

SENCo: Mrs Kay (01529 421676)

Email Address: enquiries@helpringhamprimaryacademy.net

Trust SEND and Inclusion Lead: Mrs Cunningham (01205 331900)

Email Address: maxine.cunningham@voyage-education.org

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