



SEND Information Report 2026 - 2027




The SEND information report has been written in response to the revised Special Education Needs Code of Practice (2014) and aims to publish information about the implementation of our SEND policy.

Our full SEND policy is available on the school website. Both the SEND information report and SEND policy are closely linked to ensure consistency and coherence.

Our SEND information report reflects Bradford's Local Offer which can be accessed through <https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

<p>What educational needs do we provide for?</p>	<p>At Hoyle Court Primary School every child is considered an individual and we believe that every pupil with additional needs, special educational needs and/or a disability has an entitlement to fulfil their maximum potential. The needs of all children are closely tracked and monitored and provision is arranged on a needs basis. This rigorous monitoring allows us to identify any concerns or specific needs. Special Educational Needs are broadly grouped into four primary areas, within these areas there are many different descriptors of need and a wide range of provision which may be needed.</p> <ul style="list-style-type: none"> • Communication & Interaction • Cognition & Learning • Social, Emotional and Mental Health • Sensory and physical needs. <p>We support all children with additional needs. Any children requesting a place who have an EHCP need to go through the Local Authority who can be contacted via SEN@bradford.gov.uk.</p>
<p>What policies and procedures do we have in place for identifying and assessing the needs of children with SEND?</p>	<p><i>"A pupil has SEN 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"</i> (SEND Code of Practice, 2015)</p> <p>At Hoyle Court Primary School, we identify children with SEND as early as possible, through early identification in our school nursery, initial contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage Year.</p> <p>We rigorously monitor and track the progress of all children by an ongoing process of identification, planning, teaching and assessment. If a pupil's progress has stalled, discussions will take place with the class teacher and SENCO to identify any specific need and the next steps.</p> <p>Assessments used within school:</p> <ul style="list-style-type: none"> • Baseline assessments • Observations • Development matters • 2 Year development checks • Early Years Developmental journal

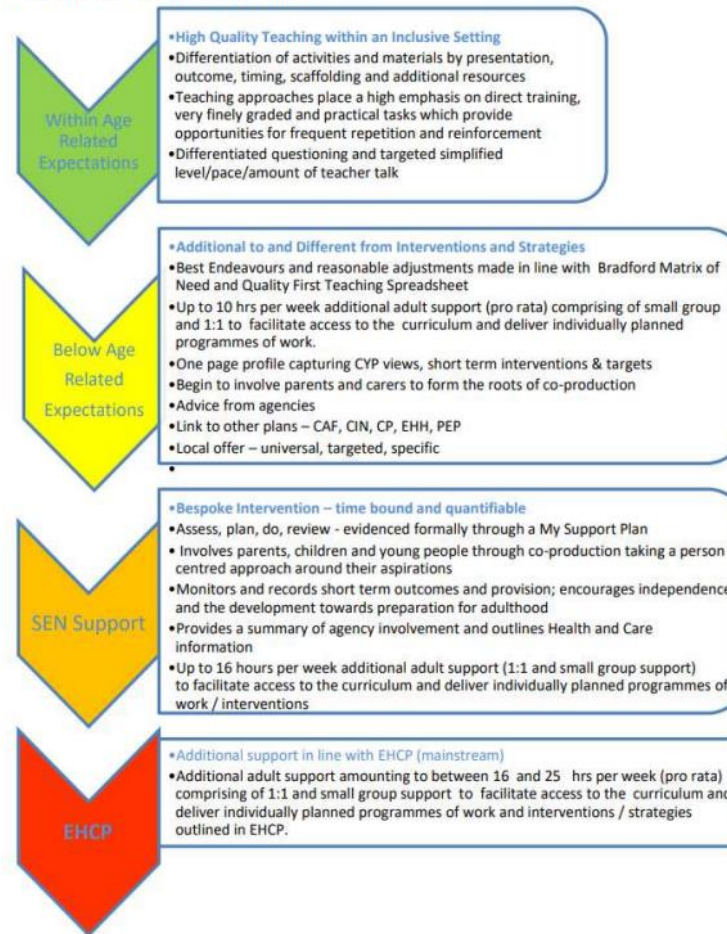
	<ul style="list-style-type: none"> • Pre key stage assessment criteria • Bradford baseline assessments • TALC • Phonics Screener • GL Screener • Benchmark • SPOT analysis • Observations for behavioural, social, emotional and physical development • Boxall • Kim’s Flowers • Summative assessments • Formative assessments
How do we work in partnership with parents of children with SEND?	<ul style="list-style-type: none"> • Parents of children with SEND are kept fully informed of the provision that is being made for their children during discussions with class teachers as well as a termly Additional Action Plan. • Parents are invited into school to discuss the needs of their child who have an Additional Action Plan. During these meetings, current targets are reviewed and new targets are set. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help the children to overcome their difficulties. • The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. • Any reports from external professionals are shared with parents. • Parents receive termly reports at the end of Autumn, Spring and Summer term. • The school has an open-door policy and welcomes communication between parents and staff. • <p>If a parent is concerned about their child’s progress, they can speak to their child’s class teacher or SENCO so that their concerns can be addressed and additional actions or further signposting can be put in place.</p>
What arrangements do we have in place for children with SEND to involve them in their education?	<ul style="list-style-type: none"> • We work closely with our children to ensure they are fully involved in target setting and making plans to support their needs. Teachers discuss new Additional Action targets on a termly basis. We conduct termly conferencing for children with SEND to identify the things they feel they do well and what areas they could improve. Children with SEND are encouraged to be part of Pupil Parliament or be a part of any other additional extracurricular activities in school, such as choir, sports or competitions/trips.
How are children with SEND assessed and	<ul style="list-style-type: none"> • Every teacher closely tracks the additional provision for their children. The SENCO takes responsibility for monitoring the success of provision maps. Provision maps are used consistently and effectively throughout school.

<p>reviewed to ensure they are making progress?</p>	<ul style="list-style-type: none"> All teachers keep an SEND file for their class. This file will contain all key documents in relation to any child with an additional need. The SENCO keeps all personal files and information for every child with SEND in a locked, secure room. Children are assessed half termly through teacher’s judgements to ensure they are making the expected level of progress. As a school, we use the graduated approach to interventions as outlined below: <div style="text-align: center;">  <p>The diagram is a circular flow chart with four colored segments: a blue segment labeled 'Assess', a teal segment labeled 'Plan', a green segment labeled 'Do', and an orange segment labeled 'Review'. In the center of the circle, the text reads 'Cyclical 4 part review process'.</p> </div> <p>Assess The teacher, with support from the SENCO, carries out an analysis of the child’s needs drawing on teacher assessment, previous progress and attainment as well as any views or concerns from parents.</p> <p>Plan The teacher and the SENCO, in discussion with the parents, outline any adjustments and interventions to the curriculum as well as the expected impact on progress. From the information gathered in the assessment phase, interventions to meet the child’s needs are written on a provision map. Targets are set on an Additional Action Plan. For pupils with an EHCP, their end of year targets are outlined on the termly plan.</p> <p>Do Interventions are carried out by teaching staff as well as small group and 1-1 interventions with support staff. The class teacher is responsible for the implementation and monitoring of the interventions and the analysis of the impact of the interventions. External professionals may be involved to assist in certain interventions.</p> <p>Review At least each term, provision maps and interventions are reviewed and the impact of the intervention monitored. In discussions with the class teacher and SENCO, it is then decided what support that child will need next.</p>
<p>How do we support children with SEND in the transition between year groups and from Year 6 to Year 7?</p>	<ul style="list-style-type: none"> To prepare each child for their next year group, a transition plan is put in place in the Summer term. The child is able to spend at least two afternoons in their new classroom as well as additional time if needed. The child has a transition book with key photos of their new teacher, classroom as well as the outline of the school day that the child can use as reference during the summer term and the summer holidays. Teachers meet to discuss the needs of all children with SEND leaving their class and LSA’s also meet to ensure key information is passed on about the individual needs of children. When children are leaving the school in Year 6, the class teachers have 1-1 meetings with each secondary school to discuss the individual needs of the children. The SENCO liaises with the Inclusion Manager/SENCO of the local feeder secondary schools to pass on the necessary information. For pupils with an EHCP, the school’s SENCO arranges a meeting with the Inclusion manager/SENCO from the chosen secondary school, the class teacher, the parents and the child during the summer term prior to transition. Additional transition sessions may also be arranged on a needs basis.
<p>How we approach the teaching of children with SEND and ensure reasonable</p>	<ul style="list-style-type: none"> At Hoyle Court Primary School, we provide opportunities for everyone to achieve and succeed. We provide quality first teaching strategies which are personalised and differentiated for each child. Every teacher rigorously plans and takes into account the wide range

adjustments are made?

of abilities, aptitudes and interests of the children. The severity of the child's needs are assessed using **The Bradford Matrix of Need descriptors.**

The Bradford Graduated approach:



- **Within Age Related Expectations** - The class teacher is responsible for planning differentiated, engaging lessons and provision which meet the needs of all pupils. The teacher is responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. This 'quality-first teaching' approach is continually monitored by the

individual subject leaders and the leadership team of the school, through lesson observation, planning and book scrutiny, and also termly pupil progress reviews, in which the Senior Leadership Team meets with each member of staff to regularly and carefully review the progress made by each pupil, and the quality of teaching provided for all pupils. This ensures we can identify early any pupil who may be at risk of underachievement and / or social exclusion. The SENCO also provides termly SEND reviews with each class teacher. The review discusses every child in class and provides support and an overview of the needs that may be presenting. It is an opportunity to ensure that no child is left behind and that a holistic approach is consistently taken to meeting the needs of all children. These termly reviews link to an additional action plan and ensures that the review process for SEND children is rigorous and tracked.

- **Below Age Related Expectations** If a child continues to perform at below age-related expectations despite the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from**, those already being provided in the classroom to help the child to make progress. An additional action plan is written by the class teacher for the child. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language. This will also be shared with parents. Progress towards each target is discussed at termly meetings with parents, or by request at other times through discussions with the class teacher or SENCO. At below age-related expectation, the SENCO may seek external advice through Educational Psychology or specialist teaching hubs provided by the Local Authority.
- **SEND Support**
If a child continues to not make adequate progress at SEND Support, the SENCO will ask for additional support from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse and specialist teachers from the Social, Communication, Interaction and Learning (SCIL) Team. With their help, strategies which are **additional to or different from** those identified as below age related expectations, will form the basis of future Additional Action plans.
At SEND Support, parents play a particularly important role. Their permission is essential when asking for specialist help or applying for further SEND funding. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO. At the Additional Action review decisions are made about the future actions that may be taken to meet the child's needs. These may be:
 - a) to reduce the amount of help.
 - b) to continue with the existing level of help with new targets being set.
 - c) to increase the level of intervention if there has been little progress.
- **Request for EHCP (Education Health Care Plan)**
A referral for an EHCP will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The application for an EHCP will

combine information from a variety of sources including but not limited to: Parents, Teachers, SENCO, Social Care and Health Professionals.
 Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a panel of professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Education Health Care Plan (EHCP)

“The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.” (SEND Code of Practice, 2015).

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet their needs. The LA (Local Authority) provides the school with additional funds to support the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. Additional Action plans are used to set targets each term based on the yearly targets as outlined in the EHCP
 Education Health Care Plans are reviewed formally on at least an annual basis where all parties involved with the pupil discuss the plan and make necessary amendments.

Where a child at SEND Support requires interim additional support, an application for a My Support Plan can be submitted. A My Support Plan application leads to the production of a clear plan of what needs to happen to improve outcomes for the young person and allows school to put in place additional provision.

How do we ensure children with SEND can access the same curriculum and additional learning opportunities as children without SEND?

- At Hoyle Court, we ensure reasonable adjustments are made so that all children are fully included in all aspects of school life including extra-curricular activities and school trips. All children are able to take part in after school clubs provided either by the school or from external providers. During a residential trip, the appropriate level of support is planned for. Parents are involved with decisions regarding school trips and residential trips and are involved in helping to prepare their children for a trip or residential trip.
- The class teacher uses differentiation when teaching so all children can access the learning at their personal level and pace.

What training do staff receive to support children with SEND?

- Within school there is a Development Programme for both teaching staff and LSA’s. The Development Programme allows for all staff to attend weekly training, of which a proportion will cover SEND training. Staff also attend courses run by the LA, Medical Services or bespoke training providers. The school governors are also informed of courses on disability and SEND issues and are invited to attend.
- Where specialist training is required, the SENCO ensures that the relevant staff are fully trained to meet the needs of the individual.
- The SENCO regularly attends courses on SEND issues run by the LA. They also attend school INSET sessions about other areas of the curriculum so that they are aware of current practices in these areas and any future developments which may affect children with SEND.

	<ul style="list-style-type: none"> • The SENCO attends Local Authority network meetings to discuss specific areas of need as well as an update from the Principal Educational Psychologist regarding local SEND developments around accessing further support and training. • The SENCO meets regularly with the senior leadership team to discuss and updates or developments around SEND.
<p>How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEND will be shown by:</p> <ul style="list-style-type: none"> ▪ ongoing teacher and LSA observations of the child in the daily classroom setting ▪ differentiated short-term planning by the class teacher to meet the child’s needs ▪ records and evidence of the child’s work showing progress towards curriculum objectives ▪ records and evidence of the child’s progress towards improving behaviour ▪ discussion at an appropriate level with the child about their progress ▪ discussion with parents about the child’s progress at termly meetings and parent’s evenings ▪ discussion with outside agencies about the child’s progress <p>The success of the policy will result in the needs of all children with SEND being met by:</p> <ul style="list-style-type: none"> ▪ having the systems in place to identify children with SEND as early as possible. ▪ making use of good practice in planning for, teaching and assessing children with SEND . ▪ regularly reviewing of the child’s progress against targets set. ▪ providing additional intervention if progress is not adequate. ▪ receiving appropriate funding from the LA to support the child’s needs at EHCP level. ▪ considering the wishes of the child at an appropriate level. ▪ having a positive and effective partnership with parents.
<p>How do we support the social, emotional and mental health(SEMH) development of our children with SEND?</p>	<p>At Hoyle Court Primary school we have a clear graduated approach to Mental Health and Wellbeing which follows the THRIVE framework. The THRIVE Framework conceptualises need in five domains: Thriving, Getting Advice, Getting Help, Getting More Help and Getting Risk Support. Emphasis is placed on prevention of MHEWB difficulties, and the promotion of positive MHEWB across the whole population. CYP and their families are empowered through active involvement in decisions about their care through shared decision making, which is fundamental to the approach.</p> <p>All our staff are responsible for the wellbeing of all our children, including those with SEND. At times, children may require further social, emotional and mental health (SEMH) support. To ensure the additional social, emotional and mental health needs of our children are met, we have a lead SEMH practitioner, Helen Saily, who;</p> <ul style="list-style-type: none"> • Works 1-1 with individuals • Leads nurture interventions

	<ul style="list-style-type: none"> • Leads focussed lunch clubs • Can support children’s integration into class. • Liaises with parents and professionals regarding SEMH needs <p>We also work closely with the Educational Emotional Wellbeing Practitioners who can:</p> <ul style="list-style-type: none"> • Work 1 – 1 with children • Take small groups of children for emotional and wellbeing interventions. • Provide whole class group workshops around a range of emotional and wellbeing areas. • Deliver Therapeutic story writing intervention. <p>All staff take a responsibility for the SEMH needs of our pupils with SEND, through daily check ins, additional interventions and wellbeing lunch clubs. Staff complete a Wellbeing tracker on a half termly basis to ensure early identification of any emerging mental health and wellbeing needs. From these, actions are taken in for form of additional intervention within school, accessing EEWP workshops or external agency referrals.</p> <p>Ben Dickinson, Assistant Headteacher, is our Wellbeing Lead., We incorporate the Story Project into our PSHE curriculum. This is a book-led curriculum that fosters empathy, teaches wellbeing skills, develops understanding of emotions and inspires a love of reading. It incorporates weekly emotional awareness activities which allow staff to identify and address any emerging SEMH needs.</p> <ul style="list-style-type: none"> •
<p>How does the school involve outside agencies and specialist services to help meet the needs of children with SEND?</p>	<p>For those children with EHCPs the involvement of outside agencies is specified on the EHCP. These may include:</p> <ul style="list-style-type: none"> ▪ a specialist teacher or practitioner in the identified area of need ▪ a medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist ▪ an Educational Psychologist <p>Children without additional funding may also receive input from:</p> <ul style="list-style-type: none"> ▪ the Educational Psychology Service ▪ Our specialist link teacher from the Social, Communication, Interaction and Learning (SCIL) Team, Alison Copley. She is linked directly with our school. She provides staff training, 1-1 support and resources to help identify individual needs as well as ensure the correct provision is in place within school. She is in school to meet with the SENCO each fortnight. ▪ The Emotional Educational Wellbeing practitioners (Part of the Educational Psychology Team) ▪ Children’s Services, especially for Looked After children ▪ School nursing team ▪ Speech and Language therapy service <p>The SENCO shares external agency information about pupils with SEND with:</p> <ul style="list-style-type: none"> ▪ class teachers and LSAs

	<ul style="list-style-type: none"> ▪ the Senior Management and Leadership Team ▪ designated safeguarding leaders ▪ Outside professionals who are involved in the Child’s EHCP/ AAP.
How accessible is the school for children with varying needs?	<p>At Hoyle Court Primary School, we ensure we meet the requirements of the Disability Discrimination Act (1995) and the Equality Act (2010). Our equality policy and accessibility plan ensure the requirements are outlined and fulfilled. We make sure that:</p> <ul style="list-style-type: none"> • All pupils are able to access and be part of Hoyle Court Primary School, regardless of disability. • The school building is on one level and is fully accessible for children who may have physical needs. • Reasonable adjustments are made through the use of staffing, or resources are put in place to ensure the specific needs of a child are met. • All of our pupils are treated equally as outlined in our Equality Objectives Statement & Policy.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child’s class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school’s governor responsible for SEND. The school’s complaint procedure is outlined on the school website.

Contact

Laura Wilson – SENCO
Brad Burrows – Trainee SENCO

01274 581898

send@hoylecourt.bradford.sch.uk