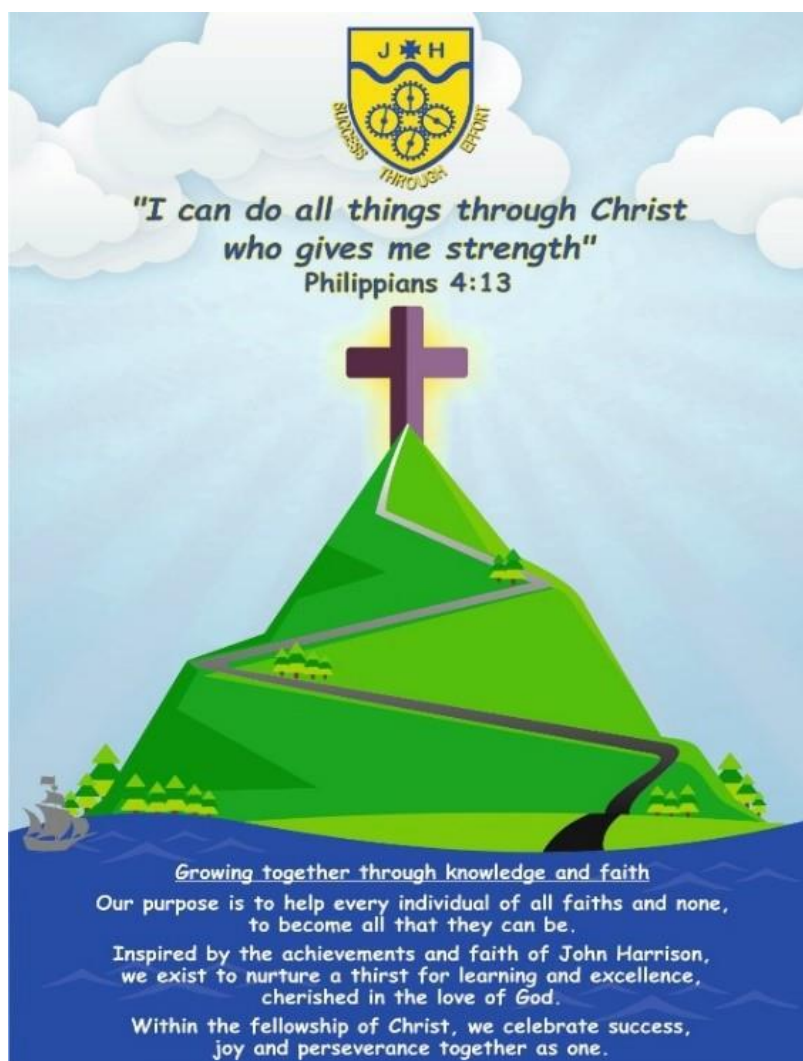


John Harrison CE Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2025



Approved by:	Governing Body	Date:	November 2025
Last reviewed on:	October 2025		
Next review due by: (this document must be updated annually)	October 2026		

Hope

Respect

Perseverance

Friendship

Compassion

Peace

Forgiveness

The aim of this report is to highlight how special educational needs support works in our school.

If you would like additional information about our arrangements for SEND, you can access our SEND policy on our school website.

1. What types of SEND does the school provide for?

Broad Area of Need	School figures	Specific Areas of Need
Communication and Interaction	27.2%	Autism Spectrum Disorder (ASD)
	12.1%	Speech and language difficulties
Cognition and Learning	33.3%	Specific learning difficulties, including dyslexia, dyspraxia, and dyscalculia
	3.3%	Moderate learning difficulties
		Severe learning difficulties
Social, Emotional and Mental Health	21.2%	Attention deficit hyperactivity disorder (ADHD)
Sensory and/or Physical	0%	Hearing impairments
	0%	Visual impairments
	0%	Multi-sensory impairment
	3.3%	Physical impairment

*Correct as per 3.11.25.

Pupils with disabilities:

As a school, we are always available to discuss the individual needs of any child. We are committed to ensuring that all pupils, whatever their needs or disabilities, can fully access the curriculum and participate in every aspect of school life.

Facilities we have at present include:

- Ramps into some parts of the school and ground-level thresholds in others to help to make the building accessible and inclusive to all;
- A disabled toilet with hand rails to aid accessibility;
- A medical room which is locked to ensure that personal medicines and information are kept secure.
- The school liaises with families on an individual basis to ensure that appropriate personal plans are put in place to support children with medical needs or mobility difficulties.
- Brightly coloured marking on steps as appropriate to support children who are visually impaired.
- Specific individual risk assessments to ensure that children with an injury or disability can access the school's facilities safely and with dignity.

Please refer to the school's accessibility plan and equality policy for a more detailed outlines how we ensure equal treatment for all children, staff and stakeholders.

Supporting mental health, emotional and social development:

John Harrison Primary School recognises that some children may experience difficulties with self-regulation or social and emotional development. All staff receive training in de-escalation and emotion coaching techniques, enabling them to provide calm, consistent, and supportive responses. We work closely with children to help them feel safe, valued, and ready to re-engage, using a relational approach that promotes wellbeing for everyone.

The school has adopted a whole-school approach to wellbeing, equipping staff to recognise signs of deteriorating mental health. A range of pastoral support is available for pupils facing emotional difficulties, and the school takes proactive steps to prevent bullying of any kind.

Strategies to support emotional wellbeing and mental health include:

- A whole school PSHE (& RSE) curriculum that aims to provide our children with the knowledge, understanding and skills they need to enhance their emotional and social development and wellbeing;
- All adults are readily available for pupils who wish to discuss issues and concerns.
- All children have named two trusted adults, with whom they would wish to discuss their worries and concerns if they need to;
- Teachers and Senior Leaders pro-actively teach the children about aspects of emotional wellbeing and mental health through assemblies;
- Whole classes or individual pupils may access aspects of Think Good Feel Good Cognitive Behaviour Therapy programme by Paul Stallard to help children understand and manage their thoughts, feelings and behaviours.
- Our Family Liaison Officer, following successfully completing ELSA (Emotional Literacy Support Assistant) training, is equipped to deliver tailored emotional support programmes to meet the individual needs of pupils.
- Our Family Liaison Officer works extensively with families and outside agencies, both on an informal basis and via the Early Help Assessment process;
- We operate a buddy system whereby children from Year 6 support other children in their play and to resolve any issues they may have.
- We work closely with WMIM and offer 'Gravity' group sessions to support small groups of children who may require a little extra support with their emotional wellbeing and confidence.

Pupils with medical needs:

Pupils with specific medical needs have a detailed Care Plan, developed with medical professionals, families, and, where appropriate, the children themselves. Plans are shared with all relevant staff and updated annually or as needed.

Staff receive appropriate training, including First Aid, Pediatric First Aid, and the use of Epipens and asthma medication, with refresher sessions regularly. Staff supporting children with specific medical needs receive additional training to carry out their responsibilities safely and effectively.

All medication procedures follow DfE guidelines and are outlined in our Medical Needs and First Aid Policies, available on the school website.

Miss Brown is the school's Medical Needs Officer and can be contacted to discuss your child's medical requirements.

2. Staff support and training

Our Special Educational Needs Coordinator or SENDCo is Miss S Brown. Miss S Brown completed the Post Graduate Certificate in Special Educational Needs (SENDCo Award) in November 2020 with Bath Spa University.

From October 2025, the SENDCo is allocated one day per week to manage SEND provision due to increasing need.

The SENDCo (Special Educational Needs and Disabilities Coordinator) is a teacher with responsibility for overseeing the support for children with special educational needs or disabilities (SEND) in the school.

The SENDCo is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- liaising with and advising fellow teachers;
- coordinating provision for pupils with special educational needs;
- overseeing the records on all pupils with SEND;
- liaising with parents of pupils with SEND;
- contributing to the in-service training of staff;
- liaising with external agencies, including educational psychology services, medical and social services and voluntary bodies and
- reporting and reviewing the progress of SEND pupils for the Governing body.

In relation to each of the registered pupils who have SEND, the SENDCo will be responsible for:

- identifying the pupil's SEND;
- monitoring the effectiveness of any SEND provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that records of the pupil's SEND and the SEND provision meet those needs are maintained and kept up to date;
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEND and the SEND provision being made for those needs;
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's SEND and the SEND provision made to meet those needs is conveyed to the governing body or (as the case may be) the proprietor of that school or institution; and

- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities.

The SENDCo helps make sure every child with SEND can achieve their potential and access the curriculum in an inclusive environment.

Subject leaders, class teachers and teaching assistants:

Our teachers and teaching assistants receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND.

We have a team of 10 TAs to support pupils in our school including those with SEND.

Training:

	Whole School Staff	SENDCo	Family Liaison Officer	Specific teachers	Specific Support Staff
Autumn Term 2024	Dyslexia and ADHD training led by SENDCo	SENDCo Peer Leader Meeting North Lincs SEND Best Practice Visit		Visual Impairment Training led by North Lincs Vision Support Team	Visual Impairment Training led by North Lincs Vision Support Team
Spring Term 2025		North Lincs APDR Developing Best Practice CPD SENDCo Peer Leader Meeting		Moving and Handling Training led by North Lincs Physical Disability Team	Moving and Handling Training led by North Lincs Physical Disability Team EYFS Speech and Language Training led by NHS Speech and Language Therapy
Summer Term 2025		SENDCo Peer Leader Meeting		WMIM CPD	

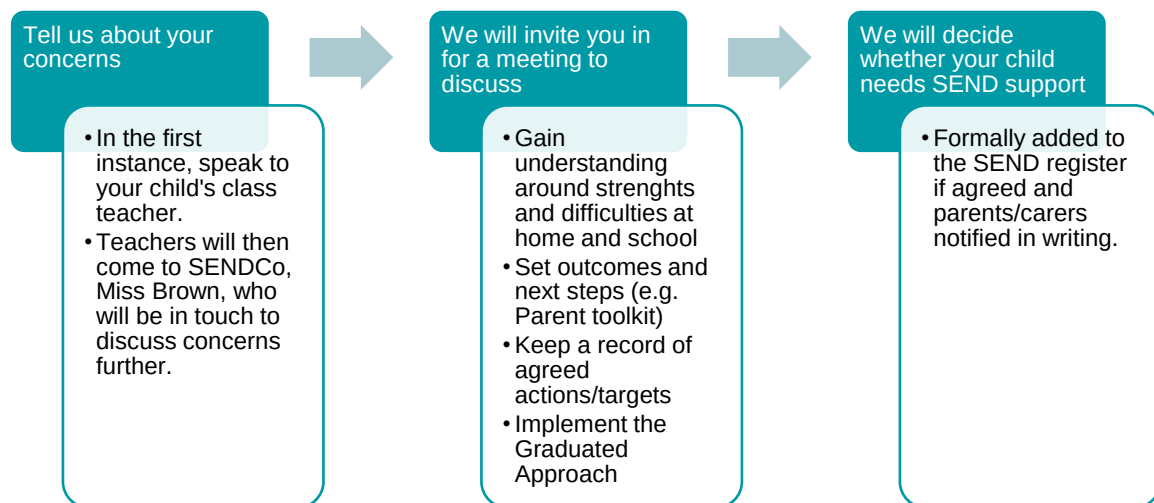
External agencies and experts

Sometimes additional recommendations and/or support are needed to meet the needs of our pupils with SEND. Whenever necessary we will work with external support services, through the Local Authority or commissioned by the school, to support our pupils with SEND and their families. These include:

- Education Welfare Officer (EWO)
- Education Psychology
- Hearing and Visual Impaired Services
- Autism Spectrum Education Team (ASET)
- Children and Young People's Mental Health Service (CAMHS)
- Primary Behaviour Team (PBT)
- Speech and Language Therapy (SALT)

- Occupational Therapy (OT)
- St Luke's Outreach
- SEN and Disability Information and Support Service (SENDIASS)
- Children and Adolescent Medical Needs Education Team (CAMNET)
- Physical Disability Team
- Looked After Children Education Service (LACES)
- FASST Team (Families are Safe, Supported and Transformed)
- School Nurse
- Health Visitor
- Local Children's Centre (Barton)
- Social Services

3. What should I do if I think my child has SEN?



4. How will the school determine if my child needs SEN support?

The SEND Code of Practice 2014 defines SEND as:

“A young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school setting.”

During their time at school, some children may have additional needs that differ from those of their peers. Teachers and support staff will observe the child's learning, behaviour, communication and social skills. Concerns might arise if a child struggles to keep up with their peers academically; has difficulties with communication, social interaction or emotional regulation or shows physical or sensory differences affecting learning. These needs may be identified by school staff, external professionals or by parents and carers. To ensure early identification and effective support, we actively encourage parents and carers to share any information or concerns with us.

We use ongoing teacher assessments alongside standardised tests to help identify any areas of concern. When a child is making less than expected progress, additional or alternative assessment tools may be used to gain a clearer understanding of their needs.

Less than expected progress may be characterised by:

- Progress that is significantly slower than that of peers starting from the same baseline.
- Failure to sustain or improve upon previous rates of progress.
- Failure to close the attainment gap between the child and their peers.

To help uncover unidentified special educational needs, we can begin by using a neurodiversity checklist to identify key areas of concern. From there, the SENDCo will signpost more specialised toolkits to uncover barriers to learning, including the SALT toolkit, ASET toolkit and GL Portfolio.

If a child's behaviour raises concern, staff will first explore whether there are any underlying difficulties. Where none are identified, the class teacher will discuss possible contributing factors with parents or carers. The class teacher or SENDCo will collect information about when and where behaviours occur, using observation and behaviour analysis tools to identify patterns. Interventions are planned or adjustments are made based on this evidence.

Parents and carers are informed whenever staff identify that a child may require additional support. In the first instance, the class teacher completes an *Initial Concern* form and two cycles of targeted intervention are carried out in consultation with the SENDCo. Following this review, a decision may be made to add the child to the Special Educational Needs Register if further support is required.

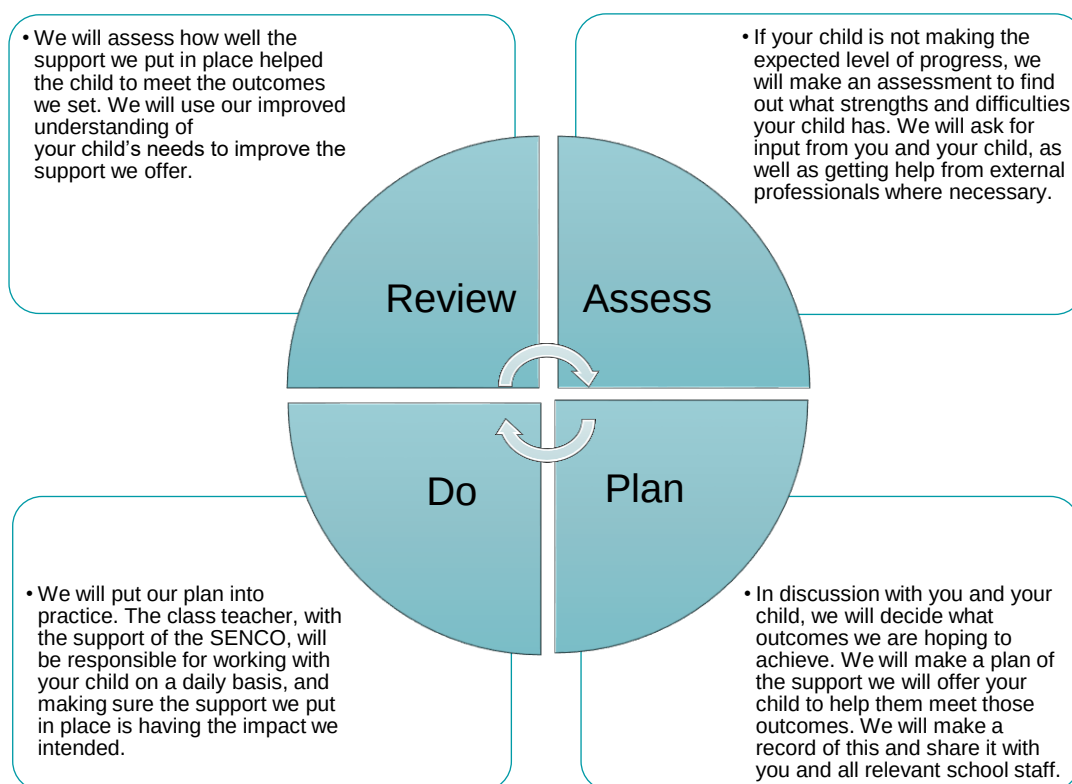
We may consider referring a pupil for diagnosis (e.g. autism or ADHD) if:

- They are not making expected progress despite receiving targeted support.
- There are ongoing concerns about learning, behaviour, communication, or wellbeing.
- Teachers and parents have observed signs that may suggest a specific need or condition.

Referrals are made in partnership with parents after collecting evidence over time.

5. How will the school measure my child's progress once SEND support is identified?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle to assess, plan, do, and review.



During the planning stage, targets and support will be identified focusing on the desired outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved. These are clearly detailed within an Individual Support Plan (ISP) or Positive Pathway Plan (PPP).

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

The progress of children on the SEND Register is carefully monitored. We regularly review the effectiveness of provision by:

- Reviewing Individual Support Plans (ISPs) three times per year.
- Analysing assessment data and progress before and after interventions.
- Tracking attainment and progress as part of whole-school data reviews.
- Holding termly pupil progress meetings with class teachers and subject leaders.
- Monitoring provision through learning walks and book scrutiny.
- Collecting feedback from pupils, parents and staff to inform future support.
- Auditing targets to ensure appropriate to ensure that SMART targets are set and achieved.
- Comparing SEND and non-SEND attendance and behaviour records.
- Comparing progress and attainment levels to those of SEND children at a national level.

6. How will I be involved in decisions about my child's education?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
ISP Reviews	Class Teacher / Parents or Carers / Child / SENDCo	At least termly
Parent Consultations	Class Teacher / Parents or Carers	October, March and July or as required for some children
EHCP Annual Review Meetings	Class Teacher / Parents or Carers / Child / SENDCo / Professionals involved with supporting the family or child / children	Yearly
Early Help Meetings	Inclusion Manager / Class Teacher / Parents or Carers / Child / SENDCo / Professionals involved with supporting the family or child / children	As required (typically half termly)

Since starting at John Harrison School, my child has made amazing progress. This has been shown both at school and at home. I am incredibly proud of her and how far she has come. It's a big thanks to all that are working with her.

LKS2 Parent

7. How will the school support my child to be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of understanding.

We may seek your child's views by asking them to:

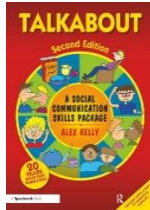
- Attend meetings to discuss their progress and outcomes
- Prepare a pen portrait, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

"When I'm writing something, having the word mat helps me to spell my words. In SODA, I like to use the words with Mrs X so I know them by heart."

UKS2 Pupil

➤ How will the school adapt its teaching and learning environment for my child and evaluate their progress?

Universal provision is accessible to all pupils including those with or without SEND, *targeted provision* is additional support for pupils identified as needing SEND support, and *specialist provision* is highly personalised often including multi-agency support for pupils with complex needs including those with EHCPs.



	Universal Provision	Specialist Provision	Targeted Provision
Communication and Interaction	Visual aids including timetables, now and next boards and cues for instructions Diagrams, pictures, and charts to support learning Non-verbal cues and gestures Role models of good language Use of modified language Use of talk partners Movement/sensory breaks	Small group speech and language interventions Sensory Toolkit strategies Lego Therapy Use of ASET strategies Pre-teaching vocabulary Wobble cushions Chair kick bands	Speech and Language Therapist Communication aid Delivery of 1:1 SALT programmes ASET Practitioner
Cognition and Learning	Task scaffolding e.g., sentence starters, writing frames, graphic organisers Flexible grouping Tiered worksheets Breaking tasks into smaller steps Focused teacher or TA support Engaging displays and working walls Modelling Provide clear WALT/WILF	Reading intervention such as Talisman or Toe by Toe Access to Barrington Stoke texts Power of 2 maths intervention Use of Precision Teaching	Educational Psychologist Alternative curriculum
Social, Emotional and Mental Health	Positive behaviour strategies Clear routines PSHE lessons Brain breaks Trusted adults Ask-it basket Home-school communication book	Use of ASET or Boxall Profile strategies Small group social skills intervention (TALKABOUT, Think Good Feel Good, ELSA sessions) Pastoral or wellbeing support Enhanced transition	CAMHS therapy WMIM practitioner Advice from Primary Behaviour Support 1:1 intervention
Sensory and/or Physical	Assistive technology Inclusive resources e.g. pencil grips, writing slopes, coloured paper, overlays. Carefully considered seating	Madeline Portwood Programme	Vision, Hearing or Physical Disability Teachers Delivery of OT or Physiotherapy programmes Specialist equipment

These interventions are part of our contribution to the North Lincs local offer. You can find additional information from the North Lincs local offer here. [SEND Local Offer | North Lincolnshire Special Educational Needs & Disability](#)

Progress is monitored through the Assess, Plan, Do, Review process and through monitoring the impact of the interventions outlined above. and will be shared termly as outlined above.

8. How will the school secure resources and equipment to support pupils with SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on children's individual needs.

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for their future.

The class teacher has overall responsibility for providing targeted and effective support to children requiring extra help. The extra support may include working as part of a small group or working on a 1:1 basis with an adult. This additional help could be provided by both the class teacher and a member of support staff.

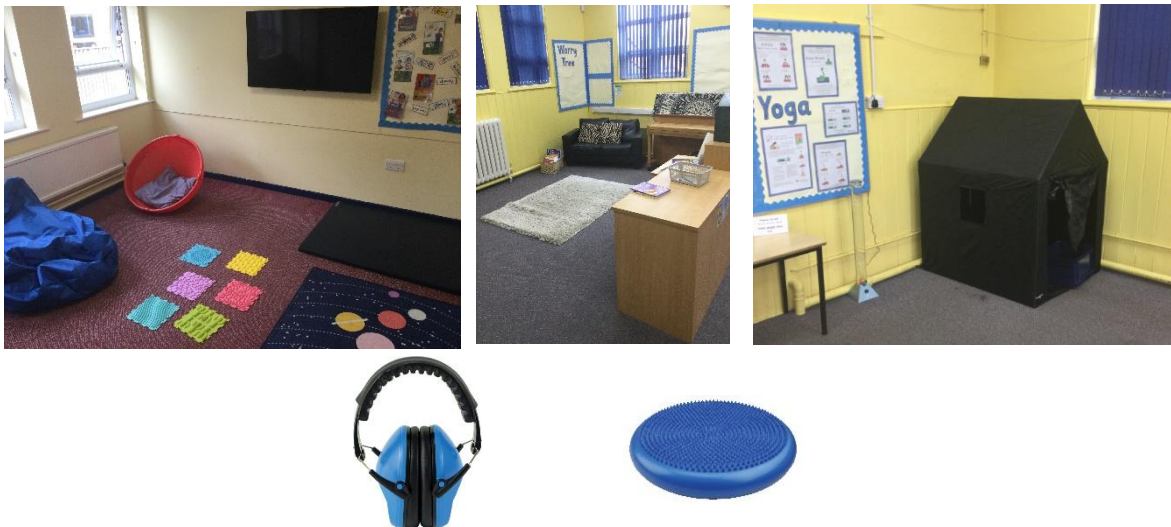
Support staff deployment is reviewed regularly to ensure the correct support is in place and that the children's needs are being met. This could be support with learning, but also emotional and well-being support.

The SENDCo will be responsible for monitoring impact of these resources by looking at the intervention, cost of delivery and impact of the intervention on pupils' progress towards the outcomes and targets.

A school may request an Education, Health, and Care needs assessment if:

- A child has significant long-term difficulties that affect their learning or development.
- The child requires more support than the school can provide through its usual SEND resources
- Targeted interventions have been tried over time, but the child is still not making expected progress.
- Additional input from health or social care services may also be needed to support the child's needs.

An EHC request will be made in consultation with parents or carers and involves gathering information about the child's needs, the support already in place, and the impact of this support so far.



- How does the school ensure the admissions process is fair for pupils with SEND?

The school follows North Lincolnshire Council's admissions policy, which ensures a fair and transparent process for all pupils, including those with Special Educational Needs and Disabilities (SEND).

- **Pupils with an Education, Health and Care Plan (EHCP):** Admission is managed directly by the Local Authority's SEND Team. Where the school is named in a pupil's EHCP, the placement is agreed through consultation and takes precedence over standard admissions and oversubscription criteria.
- **Pupils with SEND (without an EHCP):** Applications are made through the normal Local Authority admissions process and are considered equally under the school's published oversubscription criteria. The presence of SEND does not disadvantage a pupil's application.
- The school works closely with North Lincolnshire Council to ensure that all admissions decisions are compliant with the **SEND Code of Practice (2015)** and the **Equality Act 2010**, promoting inclusion and equal access for all children.

➤ **How will the school ensure children with SEND have opportunities in line with their peers?**

To ensure all pupils are able to participate fully in school activities and educational visits, the following measures are implemented:

- **Risk Assessments:** Comprehensive risk assessments are undertaken for all activities and visits, with appropriate procedures established to ensure the inclusion and safety of every pupil.
- **Individual Support:** Where it is identified that a pupil requires an enhanced level of supervision or support, an additional member of staff with appropriate training may be assigned to accompany the pupil to facilitate their full participation.
- **Staff Training and Expertise:** The school ensures that staff maintain the necessary knowledge and expertise through ongoing training, enabling them to effectively support pupils with SEND or medical needs and to promote equitable access to all aspects of school life.

The school actively promotes inclusion in leadership roles and on the School Council, ensuring that pupils with SEND or medical needs have equal opportunities to contribute their views, represent their peers and participate fully in decision-making processes.

Please see our Equality and Diversity Policy on the school website.

➤ **How will the school support my child with transitions between classes and settings?**

For all children when entering or leaving our school, we have extensive school transition plans that are put into place to ensure the process is as smooth as possible. Staff will prioritise meetings with parents and key professionals and, where needed, a specific transition programme will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage. This includes home visits and visits to pre-school settings and links with the area SENDCo supporting children in the pre-school phase.

Transition programmes will be set up to cater for a child's individual needs to ensure they are prepared to move onto the next stage of their education. This included close liaison with the SENDCo at the receiving school.

In addition to this as part of the Barton Local Collaborative Trust, we have close links with local primary schools and Baysgarth Secondary School. We also have close links with the local pre – school.

Regular transition sessions within school take place towards the end of the summer term. For pupils who required further support, we send a SchoolPing containing a 'Guide To Year ____' with photographs.

➤ **What support is in place for looked-after and previously looked-after children with SEN?**

Mrs Curtis is the designated teacher for LAC and P-LAC.

Mrs Curtis will work with Miss Brown, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

9. What should I do if I have a complaint about the SEND support my child receives.

If you wish to discuss your child's educational needs or are unhappy about anything regarding your child's schooling, please do not hesitate to contact the teacher in the first instance or make an appointment with Miss Brown. Following this, please speak to Mrs Curtis. If you are not satisfied with the school's response, please see the school's complaints procedure.

10. Support available to families.

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at North Lincs local offer. North Lincs publishes information about the local offer on their website:

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability](#)

Our local special educational needs and disabilities information, advice, and support (SENDIAS) services are:

[SENDIASS | North Lincolnshire](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)