



SEND Information Report

February 2026

SENCO: Mrs J. Murray

Contact: HPAenquiries@infinityacademies.co.uk

Dedicated SEN time: 3 days across Haxey, St Martin's and West Butterwick CE Primary Academies

Local Offer: <https://localoffer.northlincs.gov.uk/>

Our Vision for SEN/D

At Haxey CE Primary Academy we strive to create an inclusive learning environment where pupils' needs are met in ways that best suit their learning styles and individual needs. We aim to empower our pupils and ensure they have a voice that is heard. We take pride in inviting all of our pupils, regardless of need, to participate fully in every aspect of school life. At Haxey, we carefully support and challenge our pupils, enabling them to reach their full potential. In addition to this, we aim to prepare our pupils with the skills and confidence to transition to the next phase of their education, and as citizens of the wider community. We fully understand the importance of successful home / school relationships and take pride in the open and honest relationships that we have with parents and carers.

What is SEN/D?

At any time in their school life, a child or young person may have a Special Educational Need. 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.”

When a child's progress is significantly below age related expectations, despite high quality teaching, targeted at specific areas of difficulty, it may be necessary to provide additional SEND support.

Signs that children need help may include:

- a child asking for help
- concerns are raised by families, staff or the child's previous school
- progress and achievement requires extra intervention and support
- there is a change in the pupil's behaviour; they may be reluctant to engage with learning or complete tasks at home

Under the Code of Practice (2014), SEN/D is categorised into the following four headings:

1. **Communication and Interaction** e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome

2. **Cognition and Learning** e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)

3. **Social, Emotional and Mental Health** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.

4. **Sensory and/or Physical Needs** e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

We follow the statutory guidance on supporting children with medical conditions.

- Personal care is provided in a dignified and discrete way to ensure all children feel included.
- Medicines are administered by office staff or key people working with the child.

Our building is mostly wheelchair accessible. Every attempt is made to ensure the environment is clear of clutter and is visually calming. Signage is clear and simple.

SEND Figures at Haxey CE Primary Academy

As of February, 36 children are on the SEND register, receiving additional support which equates to 19.7% of the whole school. We currently have 10 children with an Education Health Care Plan (EHCP). These are distributed into the four areas of need as follows,

Communication and Interaction, including ASD	Cognition and Learning	Social, Emotional and Mental Health, including ADHD	Physical and Sensory
14	10	11	1

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or emotional wellbeing, please speak to your child's class teacher in the first instance, or Mrs Murray (SENDCo) if you continue to have questions or concerns.

How will Haxey CE Primary Academy support my child?

In line with the SEND Code of Practice 2014, we have a clear, graduated approach to need which is based upon early identification and provision which takes the form of a four-part cycle (assess, plan, do, review) through which earlier actions are revisited and revised to enable us to understand the child's needs more fully.

Class Teachers

Class Teachers, in accordance with the SEND Code of Practice 2014, 'all teachers are considered to be teachers of SEND and as such, they are responsible for ensuring that the needs of children with SEND are identified and responded to appropriately.'

All Class Teachers are responsible for:

- Identifying arising needs early and implementing a Graduated Response plan to address any gaps identified.
- Checking the progress of your child and identifying, planning and delivering any additional or different help that your child may need (this could be small group work or on a 1:1 basis).
- Deploying additional adults in the classroom who may deliver planned interventions; these may take the form of pre-teaching, consolidation or time-specific interventions such as spelling or reading programmes.
- Ensuring that the impact of time-related interventions is measured by using appropriate baseline assessments at the start and end of any programme of support.
- Working in close partnership with families to create and review all Graduated Response plans, Individual Support Plans (ISP) on a termly basis.

- Providing copies of all Graduated Response plans, ISPs for families on a termly basis as they are reviewed.
- Ensuring that the school's SEND policy is fully adhered to at all times.

We also have a dedicated, trained and skilled team of Teaching Assistants who support children in a range of different ways to facilitate full access to the curriculum. This may include adapting children's learning to make it more practical or visual, undertaking pre-teaching or consolidation activities or delivering intervention programmes with small groups of children or individuals under the direction of the class teacher's (and/or SENDCo).

Many of our Teaching Assistants work closely with Speech and Language Therapists to facilitate all speech and language programmes for children.

The SENDCo

Mrs Murray is the school's SENCO and may be contacted via the school office should families wish to discuss their child's needs in further detail.

The SENDCo is responsible for:

- Providing professional guidance to colleagues and working closely with staff, families and other agencies to ensure the correct provision is in place for children with SEND.
- Writing the SEND Information Report and SEND Policy which must be published on the school website and reviewed annually.
- Ensuring that all staff remain abreast of SEND reforms.
- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on a graduated approach to need in providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with, and seeking the views of, families of children with SEND where appropriate.
- Liaising with EYFS providers, other settings and professionals, including the Local Authority.
- Managing the transition process to and from the school.
- Ensuring that the school maintains accurate and up to date records of children with SEND.
- Working with the Executive Headteacher, Head of School and governors with regard to reasonable adjustments and access arrangements.
- Organising staff training and ensuring staff have up to date knowledge relating to SEND.

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

When a child has been identified as having a Special Educational Needs, we will provide support that is additional to, or different from, the approaches and learning arrangements normally provided as part of high quality teaching intended to overcome the barriers to their learning. This support is set out in the child's ISP which details the support in place. When providing support that is "additional to", or "different from", we engage in a four-part process called the 'Graduated Approach':

Underpinning ALL our provision in school is the **graduated approach** cycle of:



Assess: Each class teacher and SENDCo will analyse the termly results of children's attainment against the national curriculum. Each class teacher and SENDCo will also analyse the impact of interventions. At parent's evening parents are given opportunity to discuss any barriers they see for their child in school, this can be verbally or through a questionnaire. Parents are also warmly welcomed to share information or observations of their child with school at any point during the year.

Plan: Each term parents and their child are invited to attend a meeting with the class teacher and/or the SENDCo. At this meeting, using the data and information gathered in the assessment stage, we will plan what action needs to be carried out and how and when it will be reviewed.

Do: Speech and language interventions are carried out by teaching assistants under the direction of the speech and language therapist or language links programme. Teaching assistants will carry out a range of interventions over the school day. Each TA will complete the child's intervention record giving the child ownership of what they are achieving and what they need to work on.

Review: Termly the class teacher and/or SENDCo will meet with the child and parents to review how the process has gone and look at any progress made. Together we will then either end the process or continue the next cycle of assess, plan, do, review.

There is flexibility in the approach to enable us to find the best provision for each individual child. Within each class, teaching and learning styles and classroom organisation can be flexible to ensure effective learning.

SEND Provision may involve:

- Teaching Assistants working with a pupil in a 1:1 or small focus group to target more specific needs, usually through pre-teaching or consolidation of learning in the classroom.
- The provision of specialist equipment e.g. writing slopes, concentration cushions, sensory toys or pen/pencils grips.
- Implementing advice that has been provided by specialists or professionals who may be working with the child.
- Time related interventions to address a specific area of need as set out in the Graduated response plan, Individual Support Plan (ISP).
- Delivery of a specialised programme as prescribed by an external professional such as a Speech and Language Therapist, Physiotherapist, Occupational Therapist...

All children would normally be expected to follow the National Curriculum at their own age appropriate level. Only when a child's needs are extremely complex, we would provide an individualised programme of work which is different from the child's age appropriate curriculum; this would be devised in collaboration with the Class Teacher, SENDCo and always with the involvement of the family.

How will I know how my child is doing?

- Your child's progress is continually monitored by their class teacher; this progress is formally tracked with the Head of School and SENDCo every term in reading, writing and maths.
- Your child's class teacher will discuss your child's progress at parent consultations, at SEND reviews and your child's annual report will share information about your child's attainment and progress.
- You will be invited to discuss your child's progress in relation to the targets set in their Individual Support Plan each term, either as a meeting either over the phone or in person. The plan takes into account the child's strengths, barriers to learning, assessment outcomes, their next steps and support.
- Appointments can be made to speak in more detail with the class teacher or SENDCo by contacting the school office at any time.
- Targets are set in collaboration with the class teacher, the child and the family. The SENDCo or external professionals may also contribute to target setting in some cases.
- If your child has an EHCP or if your child and family is currently being supported via our Early Help Process, your child's progress will always be discussed at these review meetings.

Parents are also warmly invited to make an additional appointment to see the SENDCo, Mrs Murray at a termly 'SENDCo Surgery' where parents can book an additional appointment if they wish.

How will the school evaluate the effectiveness of SEND Provision made for pupils?

The quality of provision for children with SEND is monitored through a number of processes which includes:

- Classroom observation by SLT, the SENDCo or external professionals working with the school.
- Ongoing assessment of progress made by children with SEND.
- Work sampling and scrutiny of planning to ensure that provision is matched effectively to need.
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of children with SEND.
- Pupil and parent feedback (qualitative provision) on the quality of provision teaching & learning.
- Attendance & behaviour records will show comparisons between SEND and non-SEND children.
- Progress and attainment levels are compared to those of SEND children at a national level.
- Standardised tests and phonics scores are collated on a termly basis to show progression in finer detail.
- Audit of targets to ensure appropriate, SMART targets are set and achieved.
- Children working significantly below their own year group expectations are assessed via a bespoke programme which the school accesses via Outreach support from St Luke's School – in all cases where this is applicable, families are consulted prior to this being implemented.

How do we adapt the curriculum and environment to enable children with SEN/D to engage in all activities?

The curriculum is scaffolded and adapted to meet the needs of all our children.

Adaptive teaching may occur in the classroom by:

- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Content of the lesson
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play, discovery learning)
- Pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of technology, mind mapping, photographs etc)
- Outcomes expected of individual children
- Materials used
- Level of support provided
- Provision of alternative location for completion of work

Adaptations that may be used within the classroom are:

- Most advantageous positioning of children who are Visually or Hearing Impaired
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPad
- Use of writing frames and modelled examples
- Use of physical apparatus e.g. writing slopes, foot blocks, adapted paper and triangular pencils
- Use of sensory equipment e.g. black-out tents, stretch suits, peanut balls...

For children with social, emotional and mental health needs, we offer a range of support:

- Drawing and Talking
- Lego Zone
- Lunchtime support
- Turn taking games and activities
- ELSA
- Theraplay Informed Practice

We endeavour to ensure that our classrooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.

What specialist services and expertise are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENDCo, Executive Headteacher/Deputy Executive Headteacher and class teacher decide what resources, training or support are required.

In School Provision Includes:

- Literacy and maths interventions delivered by Teaching Assistants, either to pre-teach or consolidate learning to address gaps.
- Specialist programmes delivered by trained Teaching Assistants such as Speech & Language Therapy programmes, Physiotherapy or Occupational Therapy.
- 1:1 mentoring to build self-esteem, develop learning skills and enable children to meet their own personal wellbeing targets.
- Time related interventions delivered by trained Teaching Assistants, such as Precision Teaching.

Local Authority Provision

At times, it may be necessary to consult with external agencies to seek their specialised expertise.

The agencies used by the school include:

- Autistic Spectrum Education Team (ASET)
- Children and Families Support Services
- Educational Psychologist
- Behavioural Support Service
- EIO (Educational Inclusion Officer)
- Hearing Support Service
- Physical Disabilities Team
- Speech and Language Therapy Service
- Visually Impaired Service
- LAC Team (Support for Children Looked After)
- External Specialist Teachers e.g. English as an Additional Language (EMTAS)

Health Provision:

- CYPMHS (Child and Young Person's Mental Health Service)
- School Nursing Team
- Occupational Therapy
- Counselling Sessions
- Physiotherapy

What training do the staff supporting children have?

Mrs Murray, the SENDCo, holds the National SEN Award for SENCOs and attends regular SENDCo network meetings in order to ensure that all provision and support is based upon a robust evidence base.

The school continues to participate in Local Authority SEND Audits on a regular basis to enable us to secure the best outcomes for all of our children who have SEND.

All staff are trained in delivering the interventions they are personally required to deliver. These include:

- Supporting children with speech and language difficulties (SALT)
- Precision Teaching
- Pre-teaching

- RWI phonics programme
- Social skills programmes
- Occupational Therapy programmes

Training is reinforced at regular intervals as needs arise to ensure that staff are fully competent at using specific programmes or whole school approaches to supporting SEND or emotional wellbeing.

All staff have received training around Autism and Theraplay Informed Practice in the academic year 2024-2025. All staff will receive Attachment and Trauma, and Emotional Coaching training during the first part of 2026.

Many staff are trained in Team Teach de-escalation strategies and positive handling, as appropriate. This is a Local Authority endorsed approach which promotes de-escalation by verbally supporting children who are struggling to self-regulate, or in extreme circumstances, by guiding them physically to ensure the safety of the children, staff and others around them.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The funding is used to provide additional support or resources dependent on child's needs; these are planned and recorded via the school's provision mapping document.

The Executive Headteacher, Deputy Executive Headteacher and SENDCo discuss all the information they have about SEND in the school, including the children receiving additional support already and the children identified as not making as much progress as would be expected. From this information, they decide what resources, training and support is needed.

- Additional provision may be allocated after discussion between the class teacher and Headteacher at Pupil Progress Meetings, or if a concern has been raised at another point during the year.
- If any concerns are highlighted following assessments, Mrs Murray will investigate further support, programmes of work or advice from other professionals and make any necessary referrals.

What support will there be for my child's overall well-being?

We recognise that some children may have extra social and emotional needs that need to be addressed.

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties and has a Pastoral Lead across the three schools. Support includes:

- A whole school PSHE curriculum that aims to provide our children with the knowledge, understanding and skills they need to enhance their emotional and social development and wellbeing.
- Adults available for pupils who wish to discuss issues and concerns.

- Children having a named, nominated key adult, with whom they would wish to discuss their worries and concerns.
- Teachers and Senior Leaders pro-actively teaching children about aspects of emotional wellbeing and mental health.
- Intervention sessions to support with social and emotional difficulties (such as specific counselling sessions, self-esteem, anger management, building confidence and developing friendships).
- Daily nurture support for children who find play and social skills challenging

How do we provide for pupils with specific medical needs?

Pupils with specific medical needs are provided with a detailed Care Plan, which is compiled in partnership with medical professionals, families and where appropriate, with the children themselves. A copy is provided for all staff involved with the child and the plan is amended annually and any other time that a change is required. We have dedicated staff who have received basic First Aid Training at Work and a number of staff who hold a Paediatric First Aid qualification.

Staff working with children who have specific medical needs have undertaken training to enable them to fulfil their roles fully and safely.

All staff are trained in the use of Epipens and asthma medication; this is refreshed on a regular basis.

All medication administration procedures adhere to the DfE guidelines and are detailed in our medical needs policy and first aid policy, which can be found on our website.

How will my child be involved in decisions regarding their provision?

Children with a Graduated Response plan or an Individual Support Plan are given opportunities to discuss their strengths, preferred activities and targets with either the class teacher or the Teaching Assistant working with that particular class.

Children with an EHCP have an opportunity to discuss their progress and provision in greater detail with a member of staff and we involve children in their own reviews as part of a child-centred approach where appropriate and according to the child's wishes.

School leaders routinely gather pupil voice by chatting to small groups of children about different aspects of their learning.

How accessible is the school environment?

As a school, we are always happy to discuss specific requirements of individual children at any time.

Facilities we have at present include:

- The school has ground-level thresholds in others to help to make the building accessible and inclusive to all.
- 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.

How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all children and we undertake the following measures to ensure that this can always happen:

- Risk assessments are carried out and procedures are put in place to enable all children to participate and be included.
- If it is deemed that an intensive level of 1:1 support is required, an extra member of staff with appropriate training may be asked to accompany a child during the activity.
- The school ensures it has sufficient staff expertise through training to ensure that no child with SEND or medical conditions is excluded from any school provided activity.

How will the school prepare and support my child when joining Haxey CE Primary Academy?

All staff at our school understand what a stressful time moving schools can be therefore, we employ a range of strategies to enable the pupil's transition to be as smooth as possible. Arrangements include:

- Conversations between the previous or receiving schools prior to the pupil joining/leaving.
- Where appropriate, EYFS staff attend the pre-school feeder review meetings before transition starts.
- Concerns about particular needs discussed with the SENDCo, who will arrange a further meeting with families or the previous setting, as appropriate.
- EYFS offer opportunities for home visits for all children who are new to the Foundation Stage.
- All new-to-Foundation pupils attend transition days where they spend part of the day with their new class teacher.
- Mrs Murray is always willing to meet families prior to their child joining the school.

How will the school prepare and support my child when transferring to another class or school?

Transition is part of life for all learners, whether that involves moving to a new class or to a new school. We recognise that transition can be a worrying time for all children, but especially so for a child with SEND. Consequently, we work closely with families, pupils and staff to ensure that these transitions run as smoothly as possible.

Arrangements include:

- All children take part in our annual transition day, which takes place at the end of the Summer term. Our Year 6 pupils also take part in a number of transition activities with their chosen Secondary School.
- Additional visits are arranged for pupils, who may need extra time in their new school for a variety of reasons.

- Secondary School staff visit pupils prior to them joining their new school.
- The Year 6 class teachers and SENDCo meet with the SENDCo from the Secondary Schools to pass on information regarding SEND pupils.
- Where a child has more specialised needs, a separate meeting would be arranged with the class teacher and the Secondary School SENDCo, the parents/carers and where appropriate, the pupil.
- The annual review meeting in Year 5 for children with an EHCP begins the process of transition, whereby parents are supported to make decisions regarding secondary school choice.

Who can parents or carers contact for further information?

For more information or to raise any concerns:

- The first point of contact for any parent/carer should be the class teacher.
- An appointment with our SENDCo can be made through the school office.
- Any formal complaint must be addressed using the appropriate 'Complaints Procedure'.

North Lincolnshire's Local Offer Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area. North Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: <https://localoffer.northlincs.gov.uk/>

If you require any additional, non-biased advice and guidance regarding SEND, the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides a free, impartial and confidential service to families of children with SEND between the ages of 0-25 years. They also support children and young people with SEND.

They can be contacted at:

Hewson House Station Road Brigg DN20 8XJ

Telephone: 01724 277665

Email: help@nlsendiass.org.uk

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy – May 2025
- Accessibility Plan and Checklist – March 2025
- Behaviour Policy – December 2025

Legislative Acts taken into account when compiling this report include:

Children & Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

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