

Endsleigh Holy Child VC Academy



SEN Information Report 2026-2027

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Our school's approach to supporting pupils with SEND

Endsleigh Holy Child VC Academy, we are an inclusive community with an ambitious curriculum for all. We believe that support for Special Educational Needs and Disabilities (SEND) is a shared responsibility across our entire school. Our universal support strategy is Highly Intentional teaching using techniques which are essential for some (SEND learners) yet beneficial for all.

Our approach to identifying needs is as follow:

- **Initial Concern:** When a staff member has a concern about a learner, they send a "cause for concern" email to the SENDCo.
- **Internal Discussion:** The teacher discusses the learner's areas of development or difficulty with the SENDCo so that barriers can be identified and addressed in the classroom.
- **Parental Meeting:** The class teacher and the SENDCo meet with parents/carers to discuss the initial concerns and outline subsequent actions.
- **Information Gathering:** Further information is collected from other teachers and professionals who have worked with the child and lesson observations are completed.
- **Needs Analysis:** The SENDCo and teacher assess if the learner may have Special Educational Need (SEN) or if their difficulties can be resolved by other school colleagues or approaches such as increased Pastoral care or Safeguarding support.
- **SEN Register:** If it is agreed that the child may have SEN, parents are informed that their child will be added to the SEND register and key strategies for support are shared including the support parents/carers can provide outside of school.

Catering for different kinds of SEND

At Endsleigh Holy Child, we are an inclusive community committed to ensuring that all children, regardless of their needs, can achieve their full potential.

We provide support across the four broad areas of Special Educational Needs and Disabilities (SEND).

Cognition and learning

All staff deliver lessons using our Highly Intentional Teaching approach which includes:

- **Clear and consistent routines** — so children know what to expect and feels secure.
- **Step-by-step teaching** — lessons are broken down into manageable chunks to help understanding.
- **Frequent checks for understanding** — to make sure pupils are confident before moving on.
- **Well-designed assessments** — these help identify where support is needed most.

What is essential for some (SEND learners) is beneficial for all.

Targeted interventions (such as phonics) are implemented to reduce gaps in attainment.

Communication and interaction

Classrooms are 'communication-friendly' with the use of visual timetables, clear and simple language, and giving students adequate thinking time.

We create a structured and predictable environment to reduce anxiety.

Teachers use clear, simple instructions and new vocabulary is introduced and explored to ensure confidence in implementation.

Very regular checking for understanding reinforces key vocabulary and ensures teachers can assess when all students are ready to move on.

For students needing more direct support, targeted interventions are implemented following guidance and advice from the SALT service. SALT communication plans are reviewed regularly.

Adults model positive social interactions consistently. ELSA group sessions are also implemented to model and encourage social skills and positive interactions.

Social, emotional and mental health

We foster a positive and predictable classroom culture with clear routines and expectations.

All staff model respectful and empathetic relationships, and PSHE (Personal, Social, Health, and Economic) education teaches pupils how to recognise emotions and be aware of well-being.

Staff are attuned to the emotional needs of students in their classes and are flexible in their approach to support including consistent check ins within the classroom, adaptation of tasks where appropriate, praise, encouragement and rewards.

We provide targeted support through ELSA social skills groups.

For individuals with more significant SEMH needs, we collaborate with external professionals to deliver or commission specialised interventions.

Sensory and/or physical needs

Our classrooms are organised to be physically accessible for all pupils. Teachers are mindful of the sensory environment, considering factors like noise levels and classroom organisation. Movement breaks are incorporated for all students through the school day.

Seating arrangements are carefully considered to best support pupils' sensory or physical needs.

We make reasonable adjustments for individual students with identified sensory and / or physical needs following guidance from external professionals.

For students with more complex needs, we work closely with specialists like occupational therapists and physiotherapists. This may involve specific programmes to develop fine or gross motor skills, or the use of specialised equipment to ensure full access to the curriculum.

Key staff and expertise

Name of staff member	Area of expertise
Mrs Anna Ramsden	SENDSCO
Mrs Charlotte Nicholls	Designated Safeguarding Lead (Operational)

Miss Rebecca Nahurski	Emotional Literacy (ELSA)
Mrs Nichola Marsh	Emotional Literacy (ELSA)
Mrs Carla Ashton	Emotional Literacy (ELSA)

The SENDCO

The Special Educational Needs Coordinator (SENDCo) at Endsleigh Holy Child VC Academy is Mrs Anna Ramsden.

Name of SENCO	Email address	Phone number
Mrs Anna Ramsden	send@ehchull.org	01482 853203

Securing and deploying expertise

We ensure our staff have the necessary expertise through ongoing training and professional development.

- Whole-staff training on Inclusion is conducted during INSET days and SEND updates are a focus of weekly whole staff meetings.
- Specific training on particular areas of SEND / specific needs and support (eg ASC, ADHD, Dyslexia) is delivered to relevant staff by both internal experts and external trainers.
- When a learner with a specific need is identified, a meeting is held with all colleagues who have professional contact with them to share expertise.
- Regular observations of provision for SEND learners take place via learning walks and lesson drop ins to highlight good practice and address any areas of development.

Equipment and facilities

At Endsleigh Holy Child, we are committed to providing the necessary resources to ensure all our pupils can access the curriculum and participate fully in school life.

We seek advice from external professionals as required to ensure appropriate adaptations can be made if required.

Securing Specialist Equipment

We assess the needs for specialist equipment and facilities for each pupil on an individual basis. Following this assessment, funding may be provided by the school, or we will request support from appropriate external agencies. We work closely with specialist services such as **IPaSS (Integrated Physical and Sensory Service)**, who can provide equipment to support children with physical, visual, and hearing needs.

Using Specialist Equipment and Facilities

We use a range of specialist equipment and technology to support learning and remove barriers for our pupils including:

- **Technology for Learning:** The use of technology is developing across our curriculum in response to advice from external services regarding specific areas of need.
- **Classroom Adaptations:** We provide a range of specialised equipment to help pupils access learning within the classroom in addition to our approach to Highly Intentional Teaching which ensures lessons are accessible by design. Additional adaptations include use of technology (iPads) for children who have difficulty with written recording, sloping boards, coloured overlays (Reading Rulers), specially shaped pencils and pens, and wedge or wobble cushions to support posture and concentration.
- **Accessible Facilities:** Our **Accessibility Plan** details our commitment to improving the physical environment of the school. We maintain wheelchair-accessible toilets and ensure our school layout allows for safe movement around the building, with clear signage and exit routes.

Identifying and assessing pupils with SEND

Our Process for Identifying and Supporting Additional Learning Needs

At Endsleigh Holy Child, we are committed to ensuring every child has the support they need to succeed.

If a member of staff has a concern about a student's learning or development, we follow a clear, collaborative process.

Step 1: Initial Concern and Consultation

Concerns regarding a learner's progress or development are initially raised by a staff member with the Special Educational Needs and Disabilities Coordinator (SENDCo). Following this internal consultation, the class teacher, alongside the SENDCO meets with the learner's parents/carers. The purpose of this meeting is to discuss the concerns in detail and gather parental perspective.

Step 2: Information Gathering and Observation

To develop a comprehensive understanding of the learner's needs, information is collated from all relevant teaching and support staff. This stage includes classroom observations conducted by a member of the Senior Leadership Team (SLT) to assess the learner's needs within the educational setting and to inform potential strategies.

Step 3: Needs Analysis and Pathway Determination

The SENDCo and class teacher collaboratively analyse all gathered information. A determination is made as to whether the learner may have a Special Educational Need (SEN), is monitored as a Cause for Concern (CC) or if their needs can be effectively met through alternative in-school provisions, such as enhanced pastoral support or well-being support from an ELSA (Emotional Literacy Support Assistant).

Step 4: Creating a Support Plan

If SEN is identified, we will inform the parents/carers that their child is being added to our SEND register and explain and record the support strategies that will be deployed.

All children on the SEND register will have a Support Plan, called a Pupil Passport. This document summarises their strengths and needs, the identified support strategies to overcome barriers to learning and agreed outcomes.

Pupil passports are monitored and updated by class teachers with oversight from the SENDCo. Pupil passports are shared with all staff who interact with a child. Parents/Carers are invited to termly meetings to discuss their child's progress and have input regarding their child's support.

In-School Assessments: Regular assessments will help to review progress and identify gaps in knowledge which can then be addressed as well as determine if any access arrangements are needed for exams.

Step 5: Monitoring, Reviewing, and Adapting

Learners on the SEND register who receive specific interventions are monitored through the Assess, Plan, Do, Review (APDR) cycle:

Assess: We identify your child's needs.

Plan: We agree on the support and interventions to be put in place.

Do: We implement the agreed support plan.

Review: We review the progress and update the support plan accordingly.

This cycle is recorded on your child's Pupil Passport. If a child makes significant and sustained progress, they may be removed from the SEND register.

Step 6: Requesting Further Assessment (EHCP)

If a learner fails to make expected progress after a minimum of two APDR cycles, the SENDCo may initiate an Education, Health and Care Needs Assessment Request (EHCNAR) to the local authority.

This is the formal pathway to determine if provision outlined in an Education, Health and Care Plan (EHCP) may be required to meet the learner's significant, long-term needs.

An Important Note on Medical Diagnoses

Please be aware that conditions like Autism and Attention Deficit Hyperactivity Disorder (ADHD) are medical conditions and can only be diagnosed by a qualified medical professional. While our school assessments can highlight traits associated with conditions like Dyslexia or Dyscalculia, an external specialist must make a formal diagnosis. Our role is to identify needs and implement appropriate educational support.

Consulting with pupils and parents

Parents

We are committed to working in partnership with parents and carers.

- **Regular Meetings:** We hold dedicated SEND parents' meetings early in the Spring Term which are facilitated by the SENDCo, Executive Headteacher and SLT. SEND parental queries can be raised and discussed at any time during the school year.
- **Involvement:** Parents are involved from the initial stages when concerns are raised and are encouraged to contribute their own expertise and support strategies, such as helping with reading at home.
- **EHCP Reviews:** Annual review meetings are held for all students with an Education, Health and Care Plan (EHCP) within statutory timeframes.
- **Record Keeping:** All discussions from meetings are recorded, support strategies on Pupil Passports are updated and shared with staff regularly.

Pupils

We value and act on pupil voice.

- **Awareness and Contribution:** If it deemed appropriate, and with the support of parents, learners are made aware of their own development targets, which are included on their Pupil Passport. They are supported by the class teacher, and SENDCO if needed. Alongside this the front page of the Support Plan/Pupil Passports has their voice and comments throughout.
- **Representation:** We believe that everyone has the right to be included in all areas of the school.
- **Feedback:** We use pupil voice questionnaires, completed after our SEND parents' evening, to gather feedback from pupils regarding their support and experience.

Involving key stakeholders

We work closely with a number of outside agencies and services to meet the needs of our learners and support their families. We have excellent working relationships with colleagues from:

- The SEND departments at the Local Authorities (Hull and East Riding)
- Secondary school SENDCOs
- Northcott Outreach service
- School Nurse service
- Educational Psychology
- Clinical Psychology
- Speech & Language (SALT) service
- Occupational Therapy
- Physiotherapy
- The Virtual School
- IPaSS
- Social Care

Our positive relationships with these colleagues ensure we can work effectively with families to identify appropriate additional support and communicate how it will be implemented. For pupils who do not make adequate progress through our internal support systems, we may seek further assessment from external agencies.

Progressing towards outcomes

Every teacher is a teacher of SEND pupils and we are committed to raising the aspirations and expectations for all our pupils.

For Parents/Carers:

- We hold a SEND specific parents' meetings early in the Spring Term.
- Our SENDCo is also available during general parents' evenings to answer queries and review support provision.
- Pupil passports and/or APDR (Assess, Plan, Do, Review) documentation is updated termly and circulated to all stakeholders.
- For students with an Education Health and Care Plan (EHCP), annual review meetings are held in accordance with statutory timeframes.

For Pupils:

Where appropriate, learners are made aware of their outcomes and areas for development, which are included on their Pupil Passport.

They are encouraged to contribute to their own progress and review their passport with the SEND team at least twice a year.

The APDR Cycle:

For learners who are on the SEND register and have a pupil passport, we use an Assess, Plan, Do, Review (APDR) cycle.

The class teacher, supported by the Senior Leadership Team, assess and review the progress of SEND learners each term.

Transition support

We are committed to providing a thorough and bespoke transition for our incoming students who are vulnerable or have SEND.

We ensure we seek a range of advice from professionals who are already involved with the pupil.

We hold meetings with Secondary colleagues to share details about vulnerable pupils and arrange additional transition support where needed.

For pupils who have an EHCP, we work with Nurseries or families to arrange additional visits and meetings prior to them starting at Endsleigh.

Teaching approach

Endsleigh Holy Child is an inclusive community with an ambitious curriculum for all. Our approach is founded on the principle that SEND is a shared responsibility.

- Highly Intentional Teaching ensures strategies are routinely deployed which are beneficial for all learners, but **essential** for SEND learners.
- Lessons are accessible by design to ensure all students access a broad, balanced and ambitious curriculum and make progress relative to their individual starting points.
- We foster a collaborative approach ensuring effective interaction between the Senior Leadership Team, teachers and other teaching and support staff. This is further enhanced by regular lesson drop-ins and observations to identify areas of development and highlight good practice which can then be shared.
- Regular training is delivered to all staff to ensure awareness of how to best support our learners with SEND remains consistently high profile.

Adaptations to the curriculum and learning environment

At Endsleigh Holy Child, we are an inclusive community with an ambitious curriculum for all.

Our commitment to supporting learners with SEND is a shared, whole-school responsibility.

Universal support

An Inclusive Curriculum:

Our curriculum is accessible by design and Highly Intentional Teaching approaches ensure support strategies that are essential for our SEND learners yet beneficial for all are deployed routinely. We provide specialised equipment to remove barriers to learning, based on individual needs.

Every teacher is a teacher of SEND. Our curriculum is designed to be ambitious for all, and staff receive regular training to ensure they can meet the range of needs within their classroom through Highly Intentional Teaching approaches and additional adaptations for individual students where required or identified as provision in their EHCP.

Accessible Environment:

Our Accessibility Plan, in accordance with the Equality Act 2010, details our objectives to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils with a disability.

Adaptations and considerations to the learning environment are made in response to need to ensure all pupils can access learning and achieve their full potential.

Our Accessibility Plan outlines our commitment to making the physical school environment accessible. This includes maintaining wheelchair-accessible toilets, ensuring corridors and exit routes are kept clear and well-marked, and being mindful of classroom layouts to allow safe movement for everyone.

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Targeted and Specific Support

For students who require support that is more targeted, we implement highly intentional interventions and curriculum pathways.

This approach is precise, personalised and focused on meeting specific, and often complex, needs.

Individualised Programmes: We work closely with external specialists to implement individual programmes for students, such as physiotherapy, occupational therapy, and speech and language therapy, which are integrated into their school day.

Inclusivity in activities

All our learners follow an enrichment programme which encourages personal development and exposure to cultural capital through educational visits and immersive experience days that are inclusive.

All children have access to enrichment clubs, and, where required and appropriate additional support will be deployed to extra-curricular activities to ensure inclusivity and accessibility for all pupils.

Supporting emotional and social development

We have three named Emotional Literacy Support Assistants (ELSAs).

The Lead ELSA oversees the caseload, programmes and cycles of support and intervention to ensure support is timely and effective. They work closely with the SENDCo to review the support in place for students accessing ELSA.

Our Student Council is representative of students with SEND. We also gather student and parent/carers feedback through voice questionnaires completed after the SEND parents' evening.

Evaluating effectiveness

If learners at school support (SEN K) make good progress via Highly Intentional Teaching (our universal support layer) and access no support which is additional to or different from peers, they may be removed from the SEND register and parents/carers are informed.

If learners have not made expected progress, additional support may be implemented and teacher-led strategies will be refined. The impact of our interventions is reviewed on a termly basis and is increased, decreased, or adapted as appropriate.

Other information we consider when evaluating the effectiveness of our provision includes attendance, attitude to learning, behaviour and suspension data.

Handling complaints

We are committed to working in partnership with parents and aim to resolve any concerns at the earliest possible stage. We take all complaints seriously and have a clear, staged procedure to ensure they are handled effectively.

Step 1: Initial Informal Discussion

We encourage parents to raise any concerns informally in the first instance, as this is often the quickest and most effective way to reach a resolution.

- Please speak with your child's class teacher or our SENDCo. You can arrange a meeting by contacting the school office at admin@ehchull.org.
- During this meeting, we will listen to your concerns, share information, agree on the next steps to support your child and arrange a review meeting.

Step 2: Formal Escalation

If you feel that your concerns have not been resolved satisfactorily through an informal discussion, you can escalate your complaint.

- You should contact the following senior colleagues via admin@ehchull.org:
 - **Mrs E Jaques** (Senior Operations Manager)
 - **Mr J Guthrie** (Assistant Headteacher)

Your complaint will then be managed in line with our official Complaints Policy and Procedure, which is available on the policies page of our school website. This policy outlines the formal stages of investigation and response.

Step 3: Trust Level Complaint

If, after following the school's formal procedure, you are still not satisfied with the outcome, you can escalate the complaint further to the St Cuthbert's Roman Catholic Academy Trust.

Local Offer

Further information regarding support, services and activities available to young people with a special educational need and/or disability living in Hull or the East Riding, their families and the professionals who work with them can be found on the following websites:

Website: You can access the full Local Offer here: [Hull SEND Local Offer](#)

Website: You can access the full Local Offer here: [East Riding Local Offer](#)

Named contacts

Name of School	Endsleigh Holy Child VC Academy
Name of Headteacher	Mrs Maria Stead (Executive Headteacher)
Name of SENCO	Mrs Anna Ramsden
Name of Local Authority	Hull City Council
Name of SEN Governor	Annabel Etheridge Anne Colgan