

‘Love one another as I have loved you.’ JOHN 15:12



**HOUGHTON ON THE HILL
CHURCH OF ENGLAND PRIMARY**

SEND INFORMATION REPORT

September 26-September 27

Overview

Houghton Primary School is a welcoming, mainstream setting for children aged 4 to 11, with 205 pupils currently on roll. We are proud to be an inclusive school, committed to removing barriers to learning and ensuring that every child feels valued, supported, and able to thrive.

We recognise the diverse needs of our pupils and understand that development is shaped by a wide range of factors. In line with our admissions policy, we warmly welcome all children—including those with Special Educational Needs and Disabilities (SEND).

Our curriculum is broad, balanced, and accessible to all. We ensure that every pupil, regardless of need, receives their full curriculum entitlement and has the opportunity to succeed.

At Houghton, inclusion is not just a principle—it's part of our everyday practice. We foster a strong sense of community and belonging through:

- An inclusive ethos that celebrates diversity
- A rich and balanced curriculum tailored to individual needs
- Robust systems for early identification of learning and participation barriers
- High expectations and meaningful targets for every child

Aims

The aims of Houghton Primary School are based on the school values and guided by the DfE Code of Practice for SEND.

Reviewed Sept 26

Next Review Sept 27

- The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access.
- We're focused on creating a learning environment where every child feels supported, receives a high-quality education, and resources are tailored to ensure everyone can access.
- All class teachers are aware of their responsibilities to all pupils including those with SEND in their class.
- There are regular updates to staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies, and resources, human and material, to meet the needs of pupils in their class.
- Planning includes scaffolding to meet the learning needs of all pupils.
 - It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants.
- Class teachers carefully consider where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils, including those with SEND, during a sequence of lessons.
- Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners can support each other.
- Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These groupings may be ability grouped or mixed ability encouraging pupils to support each other.

Information about the SENDCo

The SENCo is the professional leader in Special Educational Needs and Disabilities and as such is responsible for:

- the day-to-day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- consulting with parents, support staff and other external agencies.
- maintaining the school's SEND files and record.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff training.
- managing the budget for SEND in conjunction with the Head teacher.

Melanie Wrightam is the school SENDCO and works on a Monday.

If you wish to speak to the SENCO and/or headteacher, please contact the school office on **0116 2412465** or email office@hhs.learnat.uk

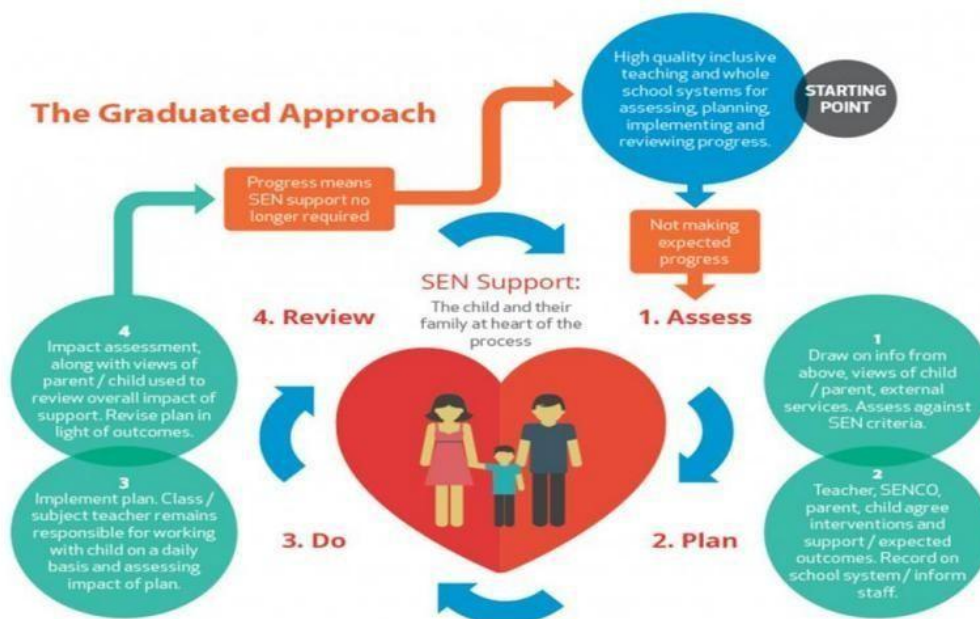
Reviewed Sept 26

Next Review Sept 27

Our SEND Process

At Houghton, we believe that every pupil deserves access to high-quality teaching. For children with Special Educational Needs or Disabilities (SEND), excellent teaching is especially vital—so we begin with a strong foundation of quality-first teaching for all. In line with the SEND Code of Practice, some pupils may require support that is “additional to or different from” what is typically provided in mainstream classrooms. When this is the case, we initiate the SEND process to ensure their needs are met.

We are committed to identifying pupils with SEND as early as possible. Our school follows a clear, staged approach to identification, assessment, and support, based on the 2014 Code of Practice. This includes the well-established cycle of assess, plan, do, and review—ensuring that provision is tailored, responsive, and regularly evaluated.



When concerns about a child are initially raised

Concerns about a pupil's progress or development may be raised by either the class teacher or a parent/carer. At Houghton, we hold termly SEND surgeries and Pupil Progress meetings, where teachers meet with the SENCO and/or senior leadership team to discuss individual pupil needs. However, concerns can be raised at any point during the school year via an online 'Progress Concern Form'.

Some common indicators that may prompt concern include:

- A child makes little or no progress, even when teaching is specifically tailored to their identified area of need
- Difficulty developing literacy or numeracy skills, leading to low attainment in certain subjects
- Ongoing social, emotional, or mental health challenges that are not improved by the school's behaviour support strategies
- Sensory or physical difficulties that require the use of specialist equipment

Reviewed Sept 26

Next Review Sept 27

- Communication and/or interaction challenges that continue despite adaptations to the curriculum

The completion of this 'Progress Concern Form' initiates a x6 week monitoring period in which the teacher ensures quality first teaching, additional support and adapted resources are in place. Teachers will gather evidence related to the child's emerging needs during this monitoring period.

If concerns continue despite reasonable adjustments*

If there are still concerns after this period, a more in-depth initial concerns form will need to be completed. Parental and pupil voice will be included in this, and the impact of provisions will be evaluated. This can be the basis of a more in-depth conversation with the SENDCo and parents/carers. The child may be placed on the SEND register or monitored for a short period of time, with adjustments to the provision.

Examples of reasonable adjustments made:				
Buff (coloured) paper, boards etc.	Movement / brain / sensory breaks	Seating position	Magnifiers / enlarged texts	Shorter tasks
Overlays	Boards printed off	Prompting / refocusing	Scaffolding	Chunked learning
Extra time	Extra checking of understanding	Hearing technology	Small group work	Checklists
Assistive technology to support recording	Visual aids such as; timetables			



Placed on the SEND Register

After the period of monitoring and/or meeting with SENCO and parents/carers, the child may be added to the SEND register.

If a child is put onto the SEND register, a termly I.L.P (Individual Learning Plan) and Learning Passport will be implemented. These will contain up to four SMART targets. Each target will include a list of adaptations to provision and additional support. Targets will be reviewed and updated by the teacher and SENCO in Autumn (October), Spring (February) and Summer (June) terms. The class teacher will then meet with parents/carers to discuss and share copies. Parental and pupil voice will be included.

The SENCO may consult with external agencies on how best to meet a child's needs if required. External agencies may include Autism Outreach, Specialist Teaching Service, Educational Psychologists, Speech, and Language Therapists etc... Parents and carers will be informed when this consultation takes place and invited to relevant meetings.



Additional Funding

Sometimes children may need further support and the SENCO may apply for SENIF (SEND Intervention Funding) and/or an EHCP (Educational Health Care Plan). Information from home, school and external professionals would be used to provide evidence for the applications.

SEND Intervention Funding (SENIF)

This is given by the LA for a set period (usually 1 year) for specific provisions to be put into place. This can be applied to be extended if required.

Education, Health and Care Plan (EHCP)

When a pupil's needs are significant and long-term, an Education, Health and Care Plan (EHCP) may be requested. If approved by the Local Authority, an EHCP can remain in place until the young person turns 25, depending on ongoing need. The plan is reviewed annually to ensure that the support remains appropriate and effective.

Annual reviews involve the pupil, their parents or carers, the SENDCo, class teacher, and any relevant professionals. Together, they reflect on progress and update the plan as needed. The EHCP outlines specific provision and support tailored to the child's individual needs.

In cases where a pupil requires more specialist support, than the support already offered within a mainstream setting, the EHCP may recommend placement in a specialist provision. This is to ensure the pupil can access learning in the most suitable environment.

How are pupils with SEN supported in class?

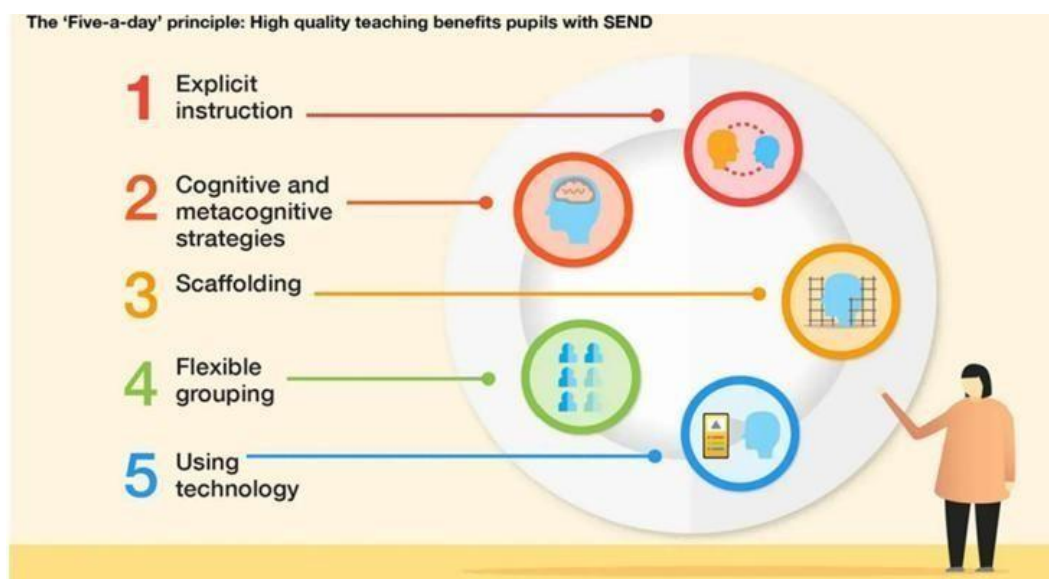
Quality First Teaching: High quality teaching that is differentiated and personalised will meet the individual needs of most children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

Reviewed Sept 26

Next Review Sept 27

Differentiation with adult support: Some children and young people need educational provision that is additional to, or different from Quality First Teaching. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

Provision and interventions: the school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.



Can the SENCO or class teacher diagnose?

The SENCO or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify the needs and adapt provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Where can school and parents get further support?

The school can access more specialist help and additional expertise from the Local Authority. This includes support from education, health, and social care professionals such as:

- Educational Psychologist
- Inclusion Team
- Early Years Support Team
- Autism Outreach

Reviewed Sept 26

Next Review Sept 27

- Speech and Language Therapy Service
- Education Welfare Officer
- Vision Support Team
- Hearing Support Team
- School Nurse
- Medical support services including physiotherapy, occupational therapy etc.
- Children's, Young People and Families Centres
- Family Support Officer
- Health Visitor

Here is a link to the local offer. [Special educational needs and disability | Leicestershire County Council](#). Here you will find information and guidance on a range of local service providers who support children or young people with SEND. Please speak to the SENCO if you would like further advice. We are part of a trust of nineteen schools so SENCOs across the region can provide details of external support too.

What if my child needs extra support but isn't on the SEN register?

At Houghton, we recognise that some children may benefit from additional support or adaptations to their learning environment, even if they are not formally identified as having Special Educational Needs. These pupils may not require an Individual Education Plan (IEP) or close monitoring by the SENDO but still benefit from tailored strategies to help them thrive.

In such cases, we use a **Learning Passport** to ensure their needs are clearly understood and consistently supported across the school.

A Learning Passport may include:

- Specific classroom resources that support learning
- Details of any formal diagnosis
- Transition arrangements for arrival, departure, and movement between settings
- Physical aids for sensory needs, such as hearing or vision support
- Emotional wellbeing support, including sessions with our school ELSA
- Motivators, interests, and strengths
- Known triggers or dislikes that may affect behaviour or engagement

Learning Passports help staff share key information effectively, particularly during transitions between classes or year groups. They promote consistency in support and ensure that pupils who are not on the SEN register are still carefully monitored and understood.

How does the school monitor and evaluate progress?

The SENCO monitors the progress of all pupils on the SEND register through analysis of data, teacher assessments, attendance and progress of I.L.P. targets. These are discussed in SEND surgeries and pupil progress meetings which are timetabled at regular intervals throughout the year. This information supports provision mapping, adult support, decisions

Reviewed Sept 26

Next Review Sept 27

around support from external agencies and if needed, SENIF or EHCP applications. Class teachers will monitor progress in lessons, interventions and pre-teaching sessions whilst evaluating the impact of these. Monitoring of data is part of the Teaching Standards and 'Every teacher is a teacher of SEND.' Teaching Assistants may support provision and keep records, but teachers will closely liaise with teaching assistants to track, monitor, and evaluate impact.

How does the school support staff training?

The school ensures all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. SEND provision has been a Trust focus for and a large amount of our staff meetings have related to the SEND US Programme and 'inclusive classroom' toolkit as it is a key priority for our school improvement work. Both, teachers and learning support assistants receive this input. Ringfenced time is given each week for teachers to meet with support staff to monitor progress and interventions. We also use external professionals to develop our knowledge and understanding, such as Autism Outreach and ADHD solutions. The SENCO attends a termly network meeting for SENCOs across the trust during which training and local/national SEND updates are shared.

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

Pupils with additional needs are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented proportionately in after school activities and on the School Council. The school has a very inclusive ethos to ensure this remains at the forefront of our future planning.

Pupils with a range of SEN attend a variety of extra-curricular school clubs, breakfast and tea club. Where there is a financial implication, pupils in receipt of pupil premium may be subsidised by the school to enable them to attend.

Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.

Learning Support Staff provide 1:1 support for some of our pupils with a high level of need at playtime/lunch times. Our Sanctuary room is also available during these more unstructured times for children who require a calm and supportive environment.

How will you support my child's Social, Emotional and Mental Health needs?

We have ringfenced the time of our ELSA (Emotional Literacy Support Assistant) to work closely with families and individual pupils. These pupils have been identified by class teachers and at the request of parents who have shared information about difficulties at home e.g. bereavement. Some of these children have SEND needs. The school has a clear positive behaviour policy which is followed across the school for consistency and considers the needs of some of our SEND pupils. Where there are pupils with specific difficulties in relation to Social, Emotional and Mental Health Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as whole school approach. Some children enter the school at a different start time or through a different

entrance to support transition into school. Pupils with additional needs are given roles and responsibilities to encourage them to be confident and develop self-esteem.

How will you support my child's medical needs?

Houghton School has developed a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. In consultation with parents an agreement about the administration of medications is drawn up and staff with permission will administer medicines at certain points in the day.

How accessible is Houghton Primary School?

The school is on a single level and can offer wheelchair access and disabled parking via the front entrance through the main hall and at the rear entrance of the building to accommodate children with physical difficulties, and a disabled toilet. Where equipment and facilities that are additional to or different from those already provided, the SENCO would contact the relevant health agencies e.g. Occupational therapist, to ensure the appropriate equipment to support the pupils learning in school is available.

How are parents/carers involved in the school?

At Houghton, we actively work in partnership with parents, recognising and valuing the unique strengths, insights, and experiences they bring to support their child's learning and development. Parents are invited and pupils are involved, where appropriate, in all relevant discussions and I.L.P Target setting. Parents will be invited to termly review meetings (in addition to school parents evening).

Parents will be informed of any reasonable adjustments and adaptations to their child's provision and are encouraged to take part in their learning journey. Permission will be requested from parents before the school requests any involvement from external agencies.

Houghton has an open-door policy and encourages parents to approach staff at the end of a school day if they have a concern, or in some cases a meeting can be arranged to discuss in more detail.

Annual reports indicate to parents how their child is progressing across the different curriculum areas in relation to Age Related Expectations. Each year a Class Information Sheet is sent home outlining what the children will be learning and how parents can support them with this learning at home.

School took part in the PINS project and runs regular parent forums to support parents of pupils with SEND. There are regular presentations about different needs to develop understanding and a chance to raise challenges and develop school inclusion through strong parent voice.

The school plans a range of curriculum days for different groups of carers to attend where parents can get actively involved in what their children are learning in their setting.

How will Houghton support my child when joining or transferring to a new school?

A common system of record keeping, and communication is established to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.

Our EYFS teachers visit the early years settings of our new starters in the summer term and 1:1 meeting with parents are arranged at the start of the new academic year. Parents and early years providers are asked to provide details about the pupils' progress, strengths, weaknesses, and any Special Educational Need or Disability.

Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCO prior to starting school.

In the term before transfer to secondary school, the SENCO from the feeder school meets with the Year 6 teacher, Year 6 children with SEND and our SENCO to discuss and prepare for transition. Pupils with SEND can make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.

How do I share a concern or complaint?

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCO. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Head Teacher who will either contact you by telephone or arrange a meeting. Please do this via email rather than Class Dojo.

Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously. Please refer to the school's complaints policy and procedure, a copy of which can found on the school website.