

## Huncote SEND Information Report

2025-2026

SENDCo: Rachel Montgomery

SEN Governor: Reema Crookes

Contact: 0116 286 4105

Dedicated SEN time: Wednesday

Local Offer Contribution: [Special educational needs and disability | Leicestershire County Council](#)

[What is the Local Offer | Leicestershire County Council](#)

### Whole School Approach:

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Having consulted with children and parents, all our additional provision is based on an agreed outcomes approach.

Underpinning ALL our provision in school is the **graduated approach** cycle of **Assess, Plan, Do, Review**, which ensures provision is reviewed regularly and adapted to meet pupil's needs:



All teachers are responsible for every child in their care; including those with special educational needs.

### Assess:

In addition to current assessment procedures in school for all, children with SEND will be assessed to their area of need using assessments such as:

- Boxall Profile
- Small Steps Tracker
- Diagnostic Reading Assessment
- Single Word Spelling and Reading Assessment
- British Vocabulary Picture Scale

These are carried out by experienced members of staff within the school.

External assessments, from outside agencies, such as an educational psychologist and speech and language therapists, may be conducted where additional information and support is required.

**Plan:**

Under the direction and support of the SENDCo, the class teacher will plan the outcomes and provision based on this assessment information.

**Do:**

This provision will be delivered on a 1:1 basis or within small groups, depending on the assessed needs of the child. This support will come from the class teacher, learning support assistants and any other adult who is working under the direction of the class teacher or SENDCo.

**Review:**

The class teacher with the support of the SENDCo will track the progress towards the agreed outcomes and will review this at regular points with parents and children.

This may be in the form of:

- Parents' SEND meetings
- Parents' evening meetings with the class teacher
- Email/Class Dojo correspondence
- Informal conversation with the class teacher/SENDCo

**SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support: At Huncote, we use the following resources and provision to support:

1. Communication and interaction
  - Colourful semantics
  - Speech and Language Therapists given resources
  - Language for thinking
  - Assisted technology
  - Lego Therapy
  - Social Stories
  - WellComm

## 2. Cognition and learning

- Precision teaching
- Number stacks
- 1:1 and small group support
- Little Wandle Catch Up
- Reading Eggs
- Whole word level intervention (Specialist Teacher Service)

## 3. Social, emotional and mental health

- ELSA sessions / Circle of Friends
- Autism Education Trust transition resources
- Social stories

## 4. Sensory and/or physical needs

- Sensory circuits
- Squiggle while you Wiggle
- Big Moves
- Wobble cushions
- Therabands

**Reference:** SEN Policy: Reviewed and approved by Governors January 2026

As of September 2025, we have 29 children receiving some form of SEN Support representing 14.8% of pupils.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Termly assessments in reading, writing, spelling, grammar and maths - Headstart
- Evaluation of provision delivered (after agreed number of sessions) and the impact it has on the progress of individual children
- Ongoing informal assessment and observation
- SEND learning walks and observations
- Pupil voice

## Consulting with children and their parents

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

Action/Event	Who's involved	Frequency
Learning Plans for children with SEND	Teacher, parents / carers, child	Annually, reviewed regularly with pupil and parents
Review and setting of small step targets	Teacher, parents / carers, child	Autumn 1 Autumn 2 Spring Summer
Annual Reviews EHCP	Teacher, support staff, SENDCo, parents / carers, child (on occasion Head Teacher will attend)	Annually
SEND support meetings/parents' meeting	Class teacher and parents	Twice a year
Additional meetings with parents and child – dependent on needs and circumstances of the family and child.	Class teacher, support staff, parents/carers and child when appropriate	As and when required (These types of meetings and approach to support is seen regularly throughout school, building relationships between staff and parents and in turn, improving outcomes for children.)
Parental Questionnaire	Parents and Carers	Annual
SEND Café Informal Q&A opportunity and opportunity to provide training	Parents and Carers	Termly

## Staff development

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We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Initial of person	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All Staff	Making Sense of Autism	Course delivered by Autism Outreach Team

All Teaching Staff	Dyslexia Awareness – identifying need and evidencing adjustments	Course delivered by Leicestershire Specialist Teaching Service (inhouse)
DB	Emotional Literacy Support Assistant	Course delivered by Leicestershire Educational Psychology Service with ongoing supervision given
All LSA	Precision Teaching	Training delivered by Leicestershire Educational Psychology Service
All Staff	Child Exploitation Training	County Safeguarding
KN	Autism – The Friendship Programme	Course delivered by Autism Outreach Team
KN	Diploma in Autism	College Guild of Graduates
All staff	Creating an emotionally, physical and socially safe environment	Online courses delivered by Nasen
KN	Understanding ADHD	Level 2 – provided by Open University
HH	WellComm	Training delivered through school-based and local authority supported provision
HH	Speech and Language Support	Training delivered through SALT guidance and local authority support
JC	Emotion Based School Avoidance	ADHD Solutions
All Staff	Zones of Regulation	Leicestershire County Council
All Staff	Trauma Informed Practise	Leicestershire County Council
RM	Pathological Demand Avoidance	Beacon Schools
RM	Oppositional Defiant Disorder	Beacon Schools
RC	SENDCo Level 3 Early Years	DFE
ST, RM	Deaf Awareness Training 1 - Understanding Deafness  2 - Acoustics, Environment and Technologies  3 - The Deaf child and your classroom- Language acquisition/Planning & Preparation/Resources  4 - Social Inclusion and Wellbeing	Specialist Teaching Service
ST, KN	KALM (Key adult learning modules)	Leicestershire County Council
JC	Trauma Informed Leadership	Leicestershire County Council

RM	Introduction to Sensory Needs	Leicestershire & Rutland SEND and Inclusion Hub
RM	Sensory Processing Needs Toolkit	Leicestershire County Council

This year, we have put in additional training into:

- Use of the EEF 5 a day strategy, particularly scaffolding
- Developing the effective use of teaching assistants
- Review of the flexible grouping of students
- Self-evaluation and development as part of the WE SEND whole MAT project

Next plans are:

- Sensory needs - using sensory circuits and nurture opportunities to promote regulation and positive mental health
- To systematically gather baseline pupil voice data to understand how pupils with SEND perceive their sense of value, inclusion, and aspiration within school.

### **Staff deployment**

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Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Please see the school website for the allocation of staffing.

### **External bodies and organisations**

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The governing body delegates the responsibility of commissioning services to help meet the needs of children with SEND and parents. Our external partners that we would work with include:

- Voluntarily organisations, such as the Laura Centre and Vista.
- Local authority support including Educational Psychology Service and specialist teachers, such as: Teachers of the Hearing and Visually Impaired and Autism Outreach.
- Health and social services including: Speech and language therapy, Children and Wellbeing Support Workers.

### **School Partnerships and Transitions**

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This year, we worked with our feeder partners to welcome **0** children with an identified special educational need or disability from feeder settings, and we supported **6** children and young people to transition to the next phase in education.

Our approach involved:

- Enhanced transition to and from new settings depending on the needs of the child.
- Relevant staff visits to and from settings.
- Use of technology to increase familiarity for the child.

- Additional multi-agency and SENDCo meetings to support a smooth transition.
- Regular communication and meetings with settings and parents to support smooth transition and initiate relationships between school staff and parents.
- Liaising with Early Years Inclusion Team where necessary.

### **Transition to next setting:**

Meeting with Tutors and SENDCo's of transition KS3 schools and specialist settings and having an in-depth discussion regarding all children due to move on.

Making arrangements for some children to have extended transition by an additional visit to the new setting.

Supporting families by arranging and attending school visits of SEN settings to support their decision-making process.

### **Complaints**

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Our complaints procedure for parents of Children with Special Educational Needs and Disabilities is outlined in our complaints procedure which is available to download from: [Complaints-Policy-2024-26.pdf](#)

This year we have received 0 number of formal complaints.

### **Challenges this year**

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Challenges for our school have included:

1. The burdens faced by SENA and how these impact SEND finances.

EHCP and SENIF applications are taking longer to process and action at SENA. They have also changed the required information several times during the year. Communications regarding the applications has been limited and significant time is spent liaising with SENA for progress reports and updates. This has also applied to the annual review process which has lacked consistency and has led to multiple issues with children transitioning to Specialist provision. Slow processing times and gaps in funding continue to lead to challenges in funding and cause the diversion of existing LSA to support children.

2. The SENDCo is new to role

Having only started in role this academic year, the SENDCo is supported from within the Trust through regular supervision, mentoring and access to specialist advice, and will undergo a formal qualification within the statutory 3 years of appointment.

3. Long waiting times for appointments with Paediatrics, Educational Psychology services, SALT and CAMHs means that accessing support can take years to complete. This in turn can mean that diagnosis and support is delayed making it harder for school to ensure pupils have the correct kind of support. Complex and changeable processes within the LA (SENA) also make applications for funding and EHCP's lengthy and difficult.

#### 4. The WE SEND MAT project

The project has taken a considerable amount of time but has been wonderfully positive so far. The project requires the involvement of all staff and governors and so far this year the focus has been getting all stakeholders on board and aware of the expectations. As a school, the project has allowed for the development of an action plan which has clarity and is focussed.

#### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Further developing staff understanding of how to support children with SEND in different areas of the curriculum and the adaptations made within specific curriculum areas and across all.
- Developing staff to use and understand the EEF 5 a day strategy to underpin the provision for children with SEND
- Utilising sensory circuits and nurture opportunities to promote regulation and positive mental health
- To systematically gather baseline pupil voice data to understand how pupils with SEND perceive their sense of value, inclusion, and aspiration within school.

**Relevant school policies underpinning this SEN Information Report include:** Check links

Accessibility Plan - [Accessibility-Action-Plan-2024-2027.pdf](#)

SEND Policy - [SEND-Policy-2025\\_2026.docx](#)

Behaviour Policy - [Huncote-Behaviour-Policy-2025-26-.pdf](#)

Safeguarding and Child Protection Policy - [Safeguarding-Child-Protection-Policy-2025\\_26.pdf](#)

Complaints Policy- [Complaints-Policy-2024-26.pdf](#)

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

This report reflects the school's commitment to inclusive practice, high ambition for all pupils, and continuous improvement in SEND provision.

**Date presented to/approved by Governing Body: 28<sup>th</sup> January 2026**