

# St. Nicholas Primary School



## SEN Information Report for Academic Year 2024/2025

This policy was approved by Governors on ...

Dr John Bennett – Chair Of Governors

Adopted on September 2024

This policy will be reviewed annually on or before  
September 2025

This information report has been prepared by Ellie Gibbins - SENCo and approved by the Local Governing Body on ... publication on the website.


The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found here. In particular, it should be read alongside the academy's SEN policy.

<p><b>The school makes provision for the following kinds of SEN</b></p>	<p>St Nicholas Primary School currently supports children with a range of special educational needs (SEN) and disabilities. The Code of Practice 2014 describes four broad areas of SEN:</p> <ol style="list-style-type: none"> <li>1. Communication and Interaction, including Speech, Language and Communication needs (SLCN) and Autism Spectrum Disorder (ASD)</li> <li>2. Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.</li> <li>3. Social, mental and emotional health, including Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), as well as other issues that are rooted in mental health.</li> <li>4. Sensory and/or physical needs, including a range of Physical Difficulties (PD) as well as Hearing Impairment (HI), Visual Impairment (VI) and Multi-sensory Impairment (MSI).</li> </ol> <p>The school has direct experience of supporting children with SEN and disabilities covering all 4 broad areas of need.</p>
<p><b>The school identifies and assesses SEN by:</b></p>	<ul style="list-style-type: none"> <li>• Concerns about progress may be raised at any time by class teachers and/or parents. The school is committed to the early identification and support of all pupils. The school has a clearly defined graduated response. High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of pupils who have or may have SEND. Some pupils may continue to make limited progress despite quality first teaching and/or targeted intervention. At this stage it is appropriate to consider the possibility that a pupil might have special needs. The SEND Code of Practice 2014 recommends a range of sources of information that teachers can draw upon to establish a clear understanding of a pupil's needs including observations and assessments.</li> <li>• The professional judgement of practitioners in the school, alongside the views and wishes of pupils and parents plays an important role in the assessment and review of pupils' needs. Where required we liaise with other professionals including SALT, educational psychologists, physiotherapists, occupational therapists to provide additional assessment information.</li> <li>• The school works directly with educational psychologist firm Applied Psychologies, who provide specialist support, training and advice for school staff to best support our SEND learners. This support is delivered for specific children and caseworks, whole staff training or providing classroom intervention models to meet the needs of any child.</li> </ul>

<p><b>The school supports SEN in accordance with its policy framework which is set out at:</b></p>	<p>The identification and assessment of pupils with special educational needs is an ongoing process and is the responsibility of all who come into contact with the pupils. The early identification of needs gives rise to suitable, effective provision for pupils and ultimately successful outcomes.</p> <p>Further information about the ways we do this can be found in our Special Educational Needs and Disability (SEND) Policy which can be found on the school website. Paper copies are also available on request from the school office.</p> <ul style="list-style-type: none"> <li>• Other policies which describe our regulatory responsibilities include; <ul style="list-style-type: none"> <li>○ Accessibility Plan</li> <li>○ Admissions Arrangements</li> <li>○ Safeguarding and Child Protection policy and procedures</li> <li>○ Complaints procedures</li> <li>○ Equality Information</li> <li>○ Data Protection</li> <li>○ Health &amp; Safety</li> <li>○ Home-school agreement document</li> <li>○ Behaviour</li> <li>○ Sex &amp; Relationships Education</li> <li>○ Supporting Children with Medical Conditions</li> </ul> </li> </ul> <p>These policies set out the academy's approach to:</p> <ul style="list-style-type: none"> <li>• Assessing and review the progress of children with SEND</li> <li>• Teaching children with SEND</li> <li>• Adapting the curriculum and learning environment for children with SEND</li> <li>• Making decisions on additional support in relation to children with SEND</li> <li>• Ensuring inclusion of children with SEND with children without such needs across all school activities</li> <li>• Supporting the emotional, social and mental development of children with SEND</li> <li>• Evaluating the effectiveness of our provision for our children with SEND</li> </ul> <ul style="list-style-type: none"> <li>• Government guidance about SEN can be found on the DFE Website: <a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-years">SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)</a></li> <li>• Guidance on supporting pupils at school with medical conditions: <a href="https://www.gov.uk/government/publications/supporting-pupils-with-medical-conditions-at-school">Supporting pupils with medical conditions at school - GOV.UK (www.gov.uk)</a></li> <li>• Equality Act, Advice for schools: <a href="https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools">https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools</a></li> <li>• Equality and Human Rights Commission guidance on Reasonable adjustments: <a href="https://www.equalityhumanrights.com/en/employment-and-workplace/equality-act-2010-reasonable-adjustments">Employing people: workplace adjustments   EHRC (equalityhumanrights.com)</a></li> </ul>
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	<ul style="list-style-type: none"> <li>• For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans)  <a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a> </li> </ul>
<b>The school's SENCO's details are:</b>	Ellie Gibbins - 01482 444215 <a href="mailto:egibbins@stnicholas.het.academy">egibbins@stnicholas.het.academy</a>
<b>The school's staff have been trained and have expertise in the following areas:</b>	The school aims to be outward looking, up to date and innovative in our approach and operate an effective professional development programme for all staff including teachers and support staff on special educational needs. Staff seek training from outside support agencies when necessary. School staff receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. Staff also receive training and expert learning support strategies (such as Precision Teaching) from professionals at Applied Psychologies to support both individual and groups of learners. The school takes action to remove barriers to learning and actively promotes staff to use an adaptive teaching approach when working with our pupils. St. Nicholas Primary School recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning. All staff have had Trust training on effectively supporting pupils with different SEND and identified staff access bespoke training depending on the needs of the children in their class or who they are supporting. The school has also had outside training from Steps to Success on supporting pupils with ASD and ADHD and how to support a neurodiversity classroom.
<b>The school will secure equipment and facilities for children with SEND by:</b>	Children with SEND may require specialist equipment or facilities. Some of the funding for supporting children with SEND is spent on purchasing bespoke equipment that adapts learning to meet individual children's needs.

<p><b>The school aims to involve the parents and children with SEND in the education of the children and will do so by:</b></p>	<p>St Nicholas Primary operates an ‘open door’ policy for all parents and carers. We welcome ongoing dialogue between ourselves and parents/carers, seeing this as an education partnership that works to support the learning of all children. St Nicholas Primary School has a termly programme of parent/carers SEND consultation evenings that they will be invited to. For children on the SEND register who are being monitored or on SEND Support and children with an EHC Plan, their needs and progress will be discussed at 3 review meetings throughout the year. These will be with the SENCO and class teacher, to which parents/ carers will be invited. One of these reviews may be in the form of a telephone call or open morning.</p> <p>For pupils in receipt of an EHCP (Education Health Care Plan), an annual review is held near the anniversary of the original EHCP. All other children on the SEN register will have their targets logged on a Pupil Passport that is filled in by the class teacher and parents will be invited in three times a year to discuss the progress they have made. Teachers maintain close contact with home by telephone and/or daily contact with parents/ carers.</p> <p>During any meetings/discussions that take place, a ‘person centred approach’ allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.</p>
<p><b>Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:</b></p>	<p>Complaints about SEND provision within the school are first dealt with by the SENCo during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Executive Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached, then the Governing body must become involved. The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.</p> <p>The complaints policy is available via the school website.  <a href="http://saintnicholasprimary.org.uk">St Nicholas Primary School - Hull (saintnicholasprimary.org.uk)</a></p>
<p><b>The school works with other agencies to support children with SEND and their families by:</b></p>	<p>The school operates a graduated response based upon assess, plan-do-review model. Where possible school staff draw upon their knowledge of the child to make reasonable adjustments. Sometimes pupils require significant changes to their provision and/or additional interventions. There are occasions when the school requires further expertise and guidance and uses the following local support services on a needs-led basis (this list is not exhaustive):</p> <p><b>Support and Services available to Pupils at St Nicholas Primary/ School Provision of Additional Support this includes:</b></p> <ul style="list-style-type: none"> <li>• Provision of specialist equipment</li> <li>• Assistance with personal care</li> <li>• Technical Support</li> <li>• Additional Support</li> <li>• Specialist learning materials</li> <li>• Emotional support for students with Emotional and/or Mental Health Needs</li> <li>• Extra KS2 SATs time as required</li> </ul>

	<ul style="list-style-type: none"> <li>• Dyslexia Support</li> <li>• Specific phonics and spellings interventions</li> </ul> <p><b>St Nicholas Primary School accesses a number of outside agencies to support individual pupil's needs:</b></p> <ul style="list-style-type: none"> <li>• SENCO Support Service</li> <li>• City Psychological Service</li> <li>• Applied Psychologies</li> <li>• Steps to Success</li> <li>• Speech and Language Therapists</li> <li>• IPASS</li> <li>• Neurodiversity Service</li> <li>• Sensory Hub</li> <li>• Northcott Outreach Team</li> <li>• Ganton Outreach</li> <li>• School Health Service</li> <li>• CAMHS</li> <li>• Social Care Team Kids –</li> <li>• Parent Partnership School Nursing Team</li> </ul>
<p><b>The school acknowledges that parents of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:</b></p>	<p>The SEN and Disability Information, Advice and Support Service (SENDIASS)  KIDS  182 Chanterlands Avenue, Hull, HU5 4DJ  Tel: 01482 467541  Email: enquiries.yorkshire@kids.org.uk    www.kids.org.uk/hull-sendiass</p>
<p><b>The school works on transition arrangements for children joining or leaving the academy by:</b></p>	<p>Pupil transitions, to and from other schools, are handled sensitively and consider a great number of contextual variables that can play a large part in supporting a pupil's transition. The school works hard to gather the information they need to make sure that pupils joining us can get off to a good start. Information is also shared if a child moves from St. Nicholas Primary School to another school. Liaison with previous staff, along with other professionals and the pupils' parents helps to ensure the provision arrangements are identified.</p>
<p><b>The Local Offer produced by the Hull Local Authority is available at:</b></p>	 <p><a href="https://hull.mylocaloffer.org/">https://hull.mylocaloffer.org/</a></p>