St Weonards Academy

SEND Information Report

October 2026

Special Educational needs Coordinator (SENCo): Zayla Beecham *SEND Governor: Poppy Keep*

Contact: (01432) 273951 or zbeecham@lordscudamore.hmfa.org.uk

Dedicated SEN time: Full-time across all HMFA schools

Whole School Approach:

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



All teachers are responsible for every child in their care, including those with special educational needs and/or disabilities (SEND).

Assess: Children are continually assessed as part of a rigorous, whole-school monitoring approach. A variety of assessment techniques may be used, including observation of pupils' learning; informal discussion with individuals or groups of pupils; asking questions to determine knowledge and understanding; looking at recorded work or conducting formal tests. Assessments may be carried out by teachers or teaching assistants, depending on the child's needs.

Plan: If a child is falling behind the level expected for children their age or they are not making the progress expected, teachers are responsible for adjusting their own practice, according to the needs of the individual child. Such adjustments may include changes in seating arrangements or groupings, provision of different learning materials, more extensive differentiation, inclusion in small adult-led group activities or provision of more specific resources such as reading rulers or pencil grips. This level of provision is known as Quality First Teaching or 'universal provision' and is available to all children.

In addition to these adjustments, teachers may also decide to include pupils in more targeted interventions designed to enable pupils to 'catch up' with their peers.

Do: While the class teacher is responsible for adjusting classroom practice, more specific interventions may be led by the class teacher or TA. Desired outcomes will be much more specific and differ according to the needs of the pupils – this is known as 'targeted provision' and may be accessed by a range of children, not only those with identified SEND.

Review: Teachers are responsible for monitoring the progress of pupils who are accessing interventions, and this is done through discussions with the adult responsible for delivering interventions, general monitoring of work produced during sessions classroom observations.

If the pupil is still failing to make progress despite accessing universal and targeted provision, the SENCo may decide to undertake more detailed assessments in order to further clarify the child's strengths and weaknesses. The child may also be referred to an external agency such as Speech and Language Therapy, Occupational Therapy, Community Paediatric Services or CAMHS. Involvement of these agencies is known as 'specialist provision'. Parents are consulted at every stage of this process and are required to give written consent for further referrals or assessments to be undertaken.

SEN Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction

If children are identified as having difficulties with communication or interaction, they are initially encouraged and supported to develop these skills through play and socialisation with their peers. Adults are trained to model good listening skills and adjust their use of language/vocabulary according to the children's understanding.

If children are identified as having more specific difficulties with communication and interaction, the SENCo (Zayla Beecham) or the Early Years (EY) SENCo, Mrs Jones may carry out additional assessments in order to identify the nature and extent of the difficulties. The child may either be referred to the school's independent Speech and Language therapists (Nicky Gilbert) or to the local Speech and Language Therapy team, both of whom will carry out further assessments and offer guidance on strategies, resources and programmes of intervention which might be useful.

Children who are identified as having difficulties with social communication will initially be monitored and observed by the class teacher then by the SENCo as necessary. Concerns are shared with parents and decisions will then be made as to whether a referral should be made to the appropriate agency – usually the Community Paediatrics team.

The school will work closely with any outside agencies to ensure recommendations are implemented and resources will be purchased as necessary.

2. Cognition and learning

Children with difficulties in the areas of cognition and learning will initially be identified through general class assessment procedures and measures will be taken to adjust teaching strategies accordingly. Teachers may choose to change groupings, alter seating arrangements, make additional learning resources available or further consider differentiation arrangements.

Small groups may be set up to boost learning and these may be led by the teacher or the teaching assistant, the aim being to consolidate knowledge & understanding and promote opportunities for overlearning.

The SENCo may be asked to carry out additional assessments in order to identify specific areas of strength and difficulty and, if this is the case, a report will be drawn up and shared with the class teacher and the child's parents.

3. Social, emotional and mental health

We take the mental health of our pupils very seriously and actively seek to promote good mental health across all the schools in the Federation. Where pupils have an identified social, emotional or mental health need, they might access support from the school's Emotional Literacy Support Asssistant, or 'ELSA' (Mrs Rawlings). The school is also fortunate to be able to draw upon the expertise of the Federation's Learning Mentor (Cheryl Ryder).

The SEND team works very closely with Mrs Ryder to ensure the correct agencies are involved with individual children. Referrals may also be made to the Local Authority's Inclusion Support Team, Melo 0-25 wellbeing services (provided by Onside Independent Advocacy), Child and Adolescent Mental Health Service (CAMHS) or child bereavement services.

4. Sensory and/or physical needs

The school is largely accessible to pupils with physical disabilities or sensory impairments and we strive to ensure resources are appropriate to need – please refer to the school's Accessibility Plan for further details. The SENCo works closely with the local authority's Hearing Impairment (HI), Visual Impairment (VI) and Physical & Sensory Support (PASS) teams and will ensure any recommendations made by either team are implemented successfully. The school also has use of an audio system which can be used for children with hearing impairment and resources would be fully adapted for use by pupils with a visual impairment.

The following provision/expertise is available within our setting **(some of this provision will only be made available once a specific need has been identified)**:

Area of Need	Training/Experience
Cognition and Learning	• Small, guided group support by teacher/TA • Access to basic skills sessions to support consolidation and mastery • Specific interventions, including: Nessy, Literacy Gold and 123 Maths *Staff trained in:* Nessy, Literacy Gold and 123 Maths (in-house training)
Communication and Interaction	• Assessment and intervention recommendations offered by the federation's independent Speech and Language Therapist • Access to 'Black Sheep Press' materials and other appropriate resources, as recommended by the Speech and Language Therapist. • Communicate in Print (Symbols) to aid comprehension • Language for Thinking programme • Access to Word Aware resources *Specialist Support:* Independent Speech and Language Therapist *External agencies:* Speech and Language Therapy Service (SALT), Community Paediatrician, Specialist Advisor for ASD
Social, Emotional and Mental Health	• Fully trained Emotional Literacy Support Assistant (ELSA) • Social Skills Programmes – Time to Talk, Socially Speaking, Lego Therapy, Art Therapy • Home/school link book • Part-time timetable • 1:1 pastoral support programmes, available when needed • Availability of alternative curriculum provision (flexi-schooling) • 1:1 support, where appropriate, for personal care issues • 'Start of day' sessions to ease home/school transition • Designated TA at play time and lunchtime • Play Leaders at play time • *Staff trained in:* • CPI (Crisis Prevention Institute) Safety and Intervention training • ELSA • Attachment theory and the relational approach *External agencies:* Inclusion Team, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), School Nurse, Onside (therapy service), Phoenix (Bereavement Service).
Physical/Sensory	• 1:1 support sessions from the OT/Physio teams • Sessions planned by OT/Physio teams and delivered by TA • Access to motor skills intervention resources (Fizzy and SWFT programmes) • Specialist equipment – wedges, desk slopes, pencil grips etc

	• Soundfield system (in some classrooms) • Visual support materials available to loan from support services • iPad – to make learning more accessible *External agencies:* Child Development Centre (CDC), Occupational Therapy and Physiotherapy Teams, Specialist Advisory Teachers (HI, VI Team and PASS), Equipment Specialists – to advise on and adjust specialist equipment

We have internal processes for monitoring quality of provision and assessment of need. These include completion of a Learning Plan for each child (which is updated and reviewed with parents on a termly basis), along with general assessment procedures such as observation, pupil questioning and marking of work.

Consulting with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Parents Evenings	Teacher and parents	Twice a year
School reports	Teacher and parents	Annually
Sharing of Individual Provision Maps	Teacher and parents	Termly
Informal discussion	Teacher/SENCo/parents	When appropriate
Open class events	Teacher and parents	Twice a year
All About Me document	Pupil	On production and review of IPM

Staff development

We are committed to developing the ongoing expertise of our staff. The SENCo offers termly training sessions on a wide range of topics. Previous training has been delivered on Speech and Language needs, Dyslexia, SEN Funding and support for writing IPMs.

During the academic year 2026/27 we already have training confirmed in the following areas:

- Further CPI Safety Intervention training
- In-house training sessions led by the SENCo

Staff will also be advised to access further training opportunities provided by external organisations.

Staff deployment

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.

The role of the TA is all-encompassing and best practice is observed when TAs work with children of all abilities rather than just those with the highest level of need. TAs are encouraged to participate in all aspects of general classroom management, including planning (alongside the teacher), assessing, monitoring progress, providing feedback and marking work – the close partnership between teacher and TA is crucial in ensuring a consistent and measured approach for all children.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

We are in a wonderful position of being able to offer seamless transition from nursery to reception due to the children learning alongside each other in the same classroom from the outset. The Early Years teacher will also liaise with staff at other feeder nurseries prior to the child starting school, so as to gain a better understanding

of each child's strengths and challenges and to start building a positive relationship with the child at the earliest opportunity.

If a child with SEND is also Looked After, the SENCo works closely with the Headteacher and relevant agencies to ensure the child and family's wider needs are addressed appropriately. These named professionals are invited to all relevant meetings and pupil progress is reviewed systematically, using the school's usual monitoring and assessment procedures.

In the case of the Mainstream Autism Base, children are offered places as part of the Education, Health and Care Plan application or review process. Where parents identify the MAB as their preferred setting for their child, the Local Authority will initiate a formal consultation process. During this process a member of staff from the MAB (usually the class teacher) will visit the child in their current setting or home environment and a decision will be made as to whether or not we feel we can meet the child's needs as set out in the EHCP. If a place is offered, a clear transition pathway will be arranged by the MAB teacher to ensure a positive experience for all concerned.

Complaints

If parents wish to make a complaint about any element of SEND provision they are initially encouraged to speak to their child's class teacher as good communication between home and school is vital in ensuring best outcomes for all concerned. If parents wish to pursue their complaint further, they are welcome to speak to the school SENCo in the first instance.

The SENCo is Mrs Zayla Beecham and she can be contacted at zbeecham@LS.HMFA.org.uk or by calling (01432) 273951 and leaving a message. Mrs Beecham works across the Federation so often visits the other HMFA schools, however she will respond to any messages as soon as she is able to.

If parents feel the issue has not been adequately addressed through communication with the class teacher or SENCo, they are encouraged to make an appointment to discuss the matter further with the Headteacher (Mr James) or the Executive headteacher (Mrs Orton).

Bullying

We take the issue of bullying very seriously and always endeavour to address any issues of this nature as soon as they arise.

Children with SEND may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time or 'talk time' to encourage children to discuss their worries.

Children may also report concerns to their class teacher or another member of staff with whom they feel comfortable – this can be done verbally or through more a more informal process such as a comic strip conversation or social story. Staff may seek support from Designated Safeguarding Lead (Mr James) if they feel a child has a worry or concern that they are not readily sharing.

Parents may wish to refer to the school's Bullying Policy for further guidance on this matter.

Areas for development

There are several areas that the SENCo would like to develop over the coming months. These include:

- Staff training – with a particular focus on assessment of children with SEND
- Developing relationships with parents of children with SEND
- Further consideration of the pupil voice when making SEND-related decisions

We intend to address these through seeking advice and support for enhancing provision, organising staff training and developing parent meetings with class teachers to discuss progress and support for SEND pupils.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include learning walks, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Accessibility Audit and Plan
- Complaints Policy
- Anti-Bullying Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

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

Further Contacts

Agency	Telephone	Email (where possible)
SENCo (Mrs Beecham)	(01432) 273951	zbeecham@LS.HMFA.org.uk
Local Authority SEN Team	(01432) 260178	senteam@herefordshire.gov.uk
Speech and Language Therapy Team	(01432) 363975	n/a
Occupational Therapy Team	(01432) 269584	n/a
Physiotherapy Team	(01432) 269584	n/a
Child and Adolescent Mental Health Service (CAMHS)	(01432) 220450	n/a
SEND Information and Advisory Support Service (SENDIAS)	(01432) 260955	sendias@herefordshire.gov.uk