

Hunts Grove Primary Academy **SEN Information Report**

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Hunts Grove Primary Academy

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCO

This report was reviewed and updated on: 13/1/26

This report was approved by the School Governing Body on: 29/01/2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with your child's class teacher in the first instance. You can then discuss matters further with Sam Keyte, the school SENDCo. Please contact them on skeyte@huntsgroveprimary.co.uk

The school follow a set identification process and will keep all parents informed throughout the SEND identification process. All identification and support is implemented in line with the Gloucestershire Graduated Approach Pathway - <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/sencospot/gloucestershires-send-graduated-pathway/>

SEN Information Report

SEN Information Report	2
1. School Context	2
2. Whole-school approach to inclusive mainstream offer	3
3. Identifying pupils with SEN and assessing their needs	3
4. Our approach to teaching pupils with SEN within the classroom	4
5. Adaptations to the curriculum for pupils with SEN	4
6. Targeted interventions	Error! Bookmark not defined.
8. Partnership working and pupils' access to external (incl. specialist) agencies	5
8. Adaptations to the learning environment	6
9. Adapted curriculum pathways	6
10. Assessing and reviewing pupils' progress	6
11. Consulting and involving pupils and parents	7
12a. Supporting pupils moving between phases / transition	7
12b. Preparation for adulthood (secondary only, primary schools remove this section)	8
13. Training for staff	8
14. Evaluating the effectiveness of SEN provision	8
15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	8
16. Support for improving emotional and social development	9
17. Pupils with disabilities	9
18. Complaints about SEN provision	9
19. Contact details of support services for parents of pupils with SEN	10

1. School Context

Our school currently provides support for a wide range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

Specific physical disabilities that may require moderate adaptations and considerations within the possibility of a mainstream primary setting.

Hunts Grove Primary Academy is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication

Needs (Communication and Interaction) and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with speech, language and communication needs.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. All lessons are developed so that the learning activities are engaging and structured so that children are challenged, but able to understand the task appropriately. All staff are required to know which pupils in their class have a need and to actively engage in the supportive information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Efforts are made to liaise with parents/carers and the previous setting where possible to gain a realistic overview of the whole child. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Those who are exhibiting identifiable behaviours that are uncommon amongst children of their relative age

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

As a school, we work within the Gloucestershire SEND Graduated Pathway which is based around the assess, plan, do, review process. The Gloucestershire Graduated Pathway is as follows:

- Needs are assessed by the teaching team and SENDCo and appropriately monitored using a range of targeted support and Quality First Teaching (QFT) - additional services may commence at this point
- If the above actions do not achieve relevant progress, the child will be placed on a My Plan, where additional targets will be set and reviewed on a termly basis with parents/carers
- If additional input and support be needed to close relevant gaps, over and above the My Plan targets, a My Plan + document will be created. Within Gloucestershire, this document allows additional services to be involved with additional evidence being gathered
- Should a child require additional support over and above that can be provided through QFT and targeted interventions, an Education and Health-Care Plan will be applied for using the relevant evidence gathered up to this point. The EHCP will be reviewed on a termly basis with a structured Annual Review held each year

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Hunts Grove Primary we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

The SENDCo works closely with all class teachers in order to understand the needs of the children in their class and relevant resources and approaches to support their learning.

We will also provide a range of interventions that include:

- Fizzy
- Catch-up Phonics
- Thrive (for SEMH support)
- Play Therapy
- Relevant 'scoop-groups' for individual subjects
- Visits from a qualified therapy dog/handler
- NESSY
- Mentoring Service involvement

In addition to the above, class learning is also supported by a range of support tools and programs such as Communicate in Print. These are used to adapt information or make it more accessible so that any barriers to learning are limited as much as possible.

5. Adaptations to the curriculum for pupils with SEN

We make the following adaptations to ensure all pupils' needs are met:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing using the aforementioned tools and programs

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All adaptations are closely monitored by the teaching team and SENDCo to ensure that they are appropriate for the child and also to ensure that the child is appropriately challenged in their learning.

6. Targeted interventions

At Hunts Grove Primary Academy, we focus on ensuring that the learning environment is as inclusive and accessible to as many learners as possible. As a result, we look to ensure lessons are adapted and supported in a range of ways as we have prioritised Quality First Teaching and inclusivity. However, where a child requires additional support, or has additional information provided by supporting services, these will be catered for by the following examples of interventions:

Pre-teach sessions to introduce certain key information prior to the learning activity, or post-teach sessions in order to embed the learning taught throughout the lesson.

Thrive (for children who need additional social, emotional, mental health support)

Fresh Start (for pupils whose reading requires additional support and where it is identified that they cannot yet decode so that they can build their decoding skills and improve their reading).

Chatterbugs (for pupils whose foundational speech, language and communication skills are not yet secure which makes it difficult for the pupil to pay attention, play, take turns etc)

Specific Speech and Language Therapy (SaLT) interventions (where the SaLT team have been involved with a child for a specific need)

Additional supportive interventions created with supporting services such as the Educational Psychology Service, the Advisory Teaching Service, or the Occupational Therapy Service - Such interventions can be specific for individual children, as well as being appropriate for small group sessions with other children.

Where a child is supported by an EHCP, the relevant targets will be identified and all relevant provisions and additional support will be timetabled and undertaken where appropriate.

Teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

Describe any adaptations within your learning environment and / or access to additional spaces that you have available e.g. sensory rooms, a room that can be identified as a safe space. Clearly define the spaces that you have available and how/when these can be accessed by pupils.

As the school was built in 2018, the school building is a modern, bright, open space with plenty of natural light. The school itself is built in two large corridors that we call 'streets', one for Nursery, Reception and Key Stage 1, and another for Key Stage 2. We have a room specifically designated as a calm and quiet space that can be used for therapeutic activities and as a calming space should children need it throughout the day. As we have the streets, most interventions and additional activities take place at smaller tables with a relevant adult within these spaces.

In addition to the additional space available, the school has a specific Sensory Trail located in the apex of the two streets. This is available throughout the day for children who may need additional gross-motor support, or for children who require short sensory breaks where necessary.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

10. Assessing and reviewing pupils' progress

All leaders and class teachers are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders and teachers are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

At Hunts Grove Primary Academy, we employ a robust, multi-layered approach to assessing and reviewing pupil progress, ensuring that academic attainment, attendance, and behavior are viewed holistically. Our leaders drive the analysis of attainment data, meticulously tracking progress from individual starting points to identify gaps and implement timely interventions. This academic oversight is integrated with the work of our Attendance and Behaviour Leads, who monitor trends and barriers to engagement. In partnership with the SENCO, these leaders conduct regular Team Around the Child (TAC) meetings and progress reviews to ensure that bespoke support is provided for our most vulnerable learners. For pupils requiring more intensive support, our Pupil Progress Meetings held each term, allow leaders and class teachers to discuss the relevant progress of these children, ensuring that every child's social, emotional, and academic development is aligned and moving toward positive outcomes.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed and their individualised support will be reviewed accordingly.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets. In order to support our most vulnerable children, these include the *Cherry Garden Branch Maps (an assessment tool that was developed by specialist settings in order to evidence and assess the smaller steps made for children working outside of the mainstream educational curriculum)*, *Bridging the Gap, Pre Key Stage objectives, in addition to specific software that supports understanding around assessment of children with SEND.*

11. Consulting and involving pupils and parents

At Hunts Grove Primary Academy, we believe that the most effective special educational provision is built on a foundation of genuine partnership between the school, the pupil, and their family. Our approach ensures that the voices of both parents and children are central to every decision-making stage.

When identifying the need for special educational provision, we initiate early, person-centered discussions. These conversations ensure that everyone develops a holistic understanding of the pupil's strengths and difficulties, parental concerns are fully integrated, and there is absolute clarity on the agreed outcomes and next steps. We maintain this high level of involvement as pupils move through each stage of our SEND Pathway (Initial Concerns, My Plan, My Plan+, and EHCP), with parents and pupils invited to formal review meetings every term to evaluate progress and refine targets.

Our SEND provision is not an "add-on" but is deeply woven into our broader whole-school parental engagement strategy. We ensure that all parents of pupils with SEND are actively encouraged to participate in universal school activities, from curriculum workshops to seasonal events. To further support our families, we provide "plus" opportunities specifically designed for the SEND community:

- **SEND Coffee Mornings:** These provide a dedicated forum for parents to share experiences and ask questions. We frequently host external professionals at these sessions to help families navigate local services and wider support networks.
- **Enhanced Transition and Induction:** Recognising that change can be challenging, we offer bespoke induction procedures. This may include additional site visits, "meet the teacher" sessions, and the creation of visual transition booklets to reduce anxiety for pupils moving between year groups or key stages.
- **Open Access to Leadership:** While termly reviews are scheduled, we operate an open-door ethos. Additional meetings can be facilitated through the Class Teacher, SENCO, or Senior Leadership Team to address emerging needs promptly.

12a. Supporting pupils moving between phases / transition

Describe how you support pupils' transition. Include reference to induction for new starters (including in-year admissions) and how pupils with SEN are prepared for transition to their next phase of education. Include how you share information with the school, college or other setting the pupil is moving to and how parents/carers will be involved in this as appropriate. (This needs to detail information that is different to file transfer).

Preparation for transitions from year to year, or Key Stage to Key Stage is led by the needs of the child and tailored accordingly. However, it will often involve opportunities for the next class teacher (once designated), to 'visit' their new class and have discrete conversations with relevant children where needed. This will foster an early relationship with this teacher so that they are a known adult to the child before they know that they will be their new teacher. Following this, the teacher will work with the class overall and have a set time where they will teach the class in the summer term. This will coincide with children understanding their new classroom and visuals being made of the key information that they will need to know before they move to their new class.

Where a child is moving to a new school, every effort will be made to contact the new school and provide meetings and links with their new teacher wherever possible.

For children with an EHCP, the process for naming a secondary school starts in the April of Year 5, where an Early Annual Review meeting will be held, allowing the child's parents to name a school(s) that they feel are appropriate for their child. The consultation process is then started with the chosen schools and an extended transition process facilitated between the secondary school, Hunts Grove, and the child and their family.

12b. Preparation for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. In all cases involving a child with SEND, every effort will be made to contact the next setting and share documentation and share relevant approaches where appropriate.

Where appropriate there will be a detailed transition plan put in place in order to ease the transition of children with significant needs.

Where possible, children will have additional transition sessions arranged so that they are able to understand their new setting so that they are more understanding of routines and processes before they attend.

New school teachers, SENDCos and support staff will be invited to attend any reviews of SEND paperwork before the child transitions to their setting.

13. Training for staff

Our SENCO is an experienced teacher who has completed their NPQSENCO qualification and has over 10 years of experience within the role. The school prioritises time for the SENCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence as well as designated training within the allocated INSET days. There is also a team of TAs who receive regular training with a particular focus on verbal scaffolding and adult-child interactions.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained as Emotional Literacy Support Assistants. We also have key members of staff who are level 2 Team Teach trained with a particular focus on de-escalation.

14. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trip in Year 6.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

All after-school clubs are open to children with additional needs and each club looks to include a range of children throughout the school, regardless of circumstance.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

16. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

If a child is struggling at breaks or lunch, they will be encouraged to attend 'Colouring Club' which is a calm environment that is an alternative to the busier playground environment.

Where appropriate, children will attend the Thrive program in order to understand and address their emotional needs.

Relevant friendship groups are arranged for children to facilitate the development of friendships where appropriate.

We have a zero tolerance approach to bullying.

Where appropriate, the school provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum
- Access to calm lunchtime clubs that are supervised by our emotional literacy support assistants
- Support for families through our family support worker

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

17. Pupils with disabilities

Hunts Grove Primary Academy is committed to an inclusive admissions process where no child is disadvantaged due to a disability. In accordance with the Equality Act 2010, the school ensures that admissions arrangements are fair and transparent, working closely with parents and the Local Authority to identify specific needs during the transition phase. To ensure equitable access to learning, the school implements a graduated response that includes personalised learning plans, differentiated instruction, and, where necessary, specialised adult support or assistive technology.

The school's Accessibility Plan can be found here:

<https://www.huntsgrove.academy/content/?pid=19&contentid=1>

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of pupils with SEN

If there are concerns in regards to a pupil's SEND needs, then please contact the SENDCo or a relevant member of the Senior Leadership Team in the first instance through contacting the school office.

Alternatively, a comprehensive list of support services can be found via the following links:

https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2_1

<https://sendiassglos.org.uk/>

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/send-support-services/>