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Adelaide Primary School

SEND Information Report for Academic Year 2026/2027

Approved by:	HET Curriculum & Standards Committee
Created:	September 2022
Amended:	September 2026
New review date:	September 2027

About this SEND Information Report

This information report has been prepared by Kirsten Bradley, Head teacher and Catherine Whitelam, SENDCo and approved by the Local Governing Body in September 2026 for 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 https://adelaideprimary.org.uk/send/ . In particular, it should be read alongside the school's SEN policy.

The school makes provision for the following kinds of SEN	At Adelaide Primary School, we believe every child should have the opportunity to succeed and reach their full potential. We support children with a wide range of special educational needs and disabilities (SEND) and work closely with parents and carers to make sure the right support is in place. The Code of Practice 2014 describes four broad areas of SEN: • Communication and interaction – for example, difficulties with speaking, understanding language, communicating with others, or autism. • Learning and cognition – where children may learn differently or need extra support with their learning. • Social, emotional and mental health – where children may need support with their emotions, relationships, behaviour, attention, or mental wellbeing. • Sensory and/or physical needs – for example, hearing or vision difficulties, physical disabilities, or other sensory needs. Adelaide Primary School has experience in supporting children across all of these areas of need. We are committed to creating an inclusive and caring environment where every child feels valued, supported, and able to thrive. If you have any concerns about your child's learning, development, or wellbeing, please speak to your child's class teacher or our SENDCo. We are always happy to listen, answer questions, and work in partnership with you to ensure your child receives the support they need.
The school ensures that the admissions process is fair for pupils with SEN or a disability by	Adelaide Primary School is part of Humber Education Trust, which is responsible for setting the school's admissions arrangements in line with national guidance and legal requirements. You can find the Trust's Admissions Policy here: https://www.humbereducationtrust.co.uk/attachments/download.asp?file=304&type=pdf The Local Authority manages applications for school places and is responsible for making offers of places to families. For children who have an Education, Health and Care (EHC) Plan, admissions are arranged through the process set out in the SEND Code of Practice. If Adelaide Primary School is named in a child's EHC Plan, the school must admit the child. We welcome children with SEND and are committed to creating an inclusive environment where every child feels valued, supported and able to take part fully in school life. We work closely with parents, carers and other professionals to ensure that children receive the support they need to thrive.

The school identifies and assesses SEN by:	At Adelaide Primary School, we believe that the earlier we identify a child's needs, the sooner we can put the right support in place to help them succeed. We regularly monitor all children's learning, progress and wellbeing. If we have any concerns, we work closely with parents, school staff and, where appropriate, other professionals to understand a child's strengths and any areas where they may need additional support. We use a graduated approach called Assess, Plan, Do, Review (APDR) to help us meet children's individual needs: • Assess – We gather information about the child's strengths, needs and any difficulties they may be experiencing. • Plan – We agree the support that will be provided, the strategies we will use and the outcomes we hope to achieve. • Do – We put the agreed support in place. • Review – We evaluate how well the support is working and decide whether any changes are needed. This is an ongoing process that helps us ensure support is tailored to each child's individual needs and can be adapted as those needs change over time. For some children, additional support from specialist services may be helpful. With parental involvement and consent where appropriate, we may seek advice from professionals such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Specialist Outreach Services and other health and education professionals. A small number of children may have more complex or long-term needs that require support beyond what the school can usually provide. In these cases, we may work closely with parents, carers and other professionals to request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. If the Local Authority agrees that an assessment is required, it may lead to an Education, Health and Care (EHC) Plan. An EHC Plan sets out a child's needs, the support they require and the outcomes everyone will work towards. We believe that parents and carers know their children best. We value the views of children and their families and involve them at every stage of identifying needs, planning support and reviewing progress. Working together helps us achieve the best possible outcomes for each child. If you have any concerns about your child's learning, development or wellbeing, please speak to your child's class teacher or contact our SENDCo. We are always happy to listen, answer questions and work in partnership with you to support your child's success.
The school supports SEN in accordance with its policy framework which is set out at:	If you have any concerns about your child's learning, development or wellbeing, please speak to your child's class teacher. Concerns can be raised by parents, carers or school staff at any time, and we will always listen and work with you to find the best way to support your child. At Adelaide Primary School, high-quality teaching that is adapted to meet the needs of individual pupils is the foundation of our approach. Most children's needs can be met through inclusive classroom teaching and appropriate support within school. However, if a child continues to experience difficulties despite this support, we may look more closely at whether they have special educational needs and what additional help may be required.

	To help us understand a child's needs, we may gather information from a range of sources, including: • Observations in the classroom • Discussions with parents and carers • The child's views and experiences • Assessment and progress information • Advice from specialist professionals, where needed This information helps us build a clear understanding of a child's strengths, interests and any areas where they may need extra support. Further details about how we identify and support children with SEND can be found in our SEND Policy, available on the school website. Paper copies are available from the school office on request. Other policies which describe our regulatory responsibilities include; • Accessibility Plan • Equality Information • Supporting Children with Medical Conditions • Learning & Support Policy. For further information parents should also reference the SEN Code of Practice, in particular Sections 6 (Schools) and 9 (Education, Health and Care Plans) https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 Equality Act, Advice for schools: https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf Equality and Human Rights Commission guidance on Reasonable adjustments: https://www.equalityhumanrights.com/guidance/technical-guidance-schools-consultation/schools-england-technical-guidance-consultation-6?return-url=https%3A%2F%2Fwww.equalityhumanrights.com%2Fsearch%3Fkeys%3Dreasonable%2520adjustments%26f%255B0%255D%3Dcontent_type%253Aguidance_article Guidance on supporting pupils at school with medical conditions: https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
The school's SENCO's details are:	School Information: • Our SENDCo is Catherine Whitelam • Foundation Stage SEN lead is Carly Rankin Boynton • Our SEND Specialist Teacher is Hilary Bohl • School telephone: 01482 223753 • Email: admin@adelaide.het.academy

The school's staff have been trained and have expertise in the following areas:	At Adelaide Primary school we want every child to feel safe, supported and ready to learn. To help us do this, our staff receive regular training so they can understand and meet the needs of all our pupils. This training is sometimes to all staff and sometimes targeted to specific teaching staff as required. Recent and ongoing training includes, but is not limited to: • Early Child Development • Understanding and supporting pupils with Social, Emotional and Mental Health (SEMH) needs • De-escalation and behaviour support strategies • The SCERTS Framework for supporting communication and social development • Adaptive teaching • Intensive Interaction approaches for pupils with complex communication needs • Supporting pupils with autism and communication difficulties • Developing curriculum approaches for pupils with severe and complex learning difficulties • Pupil-specific communication support and coaching from NHS Speech and Language Therapists Staff also receive ongoing advice and training from specialist agencies and professionals to ensure that children with SEND receive high-quality provision that meets their individual needs. This includes: • Hull LA Outreach services (CITE, ECT, Steps to Success) • IPaSS • NHS Speech and Language Therapy Service • BRIDGE speech therapists • Educational Psychologists from Applied Psychologies • Humber Education Trust SEND Conference • Hilary Bohl – SEND Specialist teacher (Dyslexia specialist) We are committed to continually developing our knowledge and skills so that every child feels understood, supported and able to succeed. By investing in staff training, we can provide the best possible learning experiences and outcomes for all our pupils.
The school will secure equipment and facilities for children with SEND by:	We adapt teaching, learning activities and the school environment to help all children access the curriculum and make progress. Support may include changes to learning tasks, additional adult support, specialist equipment, or adjustments to the classroom or school environment. Examples of support we may provide include: • Support for children with dyslexia or literacy difficulties may include coloured overlays, coloured exercise books, seating arrangements that reduce glare and distractions, and specialist intervention programmes where appropriate. • Children with Autism Spectrum Disorder (ASD) may have access to a quiet learning space for individual or small-group work when needed. This helps reduce distractions and provides a calm environment in which they can learn effectively.

	• Children with physical or learning disabilities will have their learning environment assessed to ensure it is safe, accessible and suitable for their needs. Adjustments may include specialist furniture, handrails, writing slopes, footrests, adapted toilet facilities or quiet learning areas. • Children with visual impairments can access enlarged print and other adapted resources. We work closely with specialist services, including IPaSS, to ensure appropriate support and materials are available. • Access around the school is reviewed regularly, with support from specialist services where needed, to ensure children can move around the school safely and independently. • Emotional wellbeing support is available for children who may need extra help. This may include a personalised support plan, regular check-ins with a trusted adult, and opportunities to talk about their feelings and experiences. • Children with additional needs in FS1 may be eligible for Early Years SEND funding. This funding helps the school provide targeted support and interventions to meet the child's individual needs.
The school aims to involve the parents and children with SEND in the education of the children and will do so by:	At Adelaide Primary School, we believe that children do best when schools and families work together. We value your views and will work closely with you to make sure your child gets the support they need to succeed, feel included and enjoy school. <u>Working with Parents and Carers</u> Your child's class teacher is usually the first person to talk to if you have any questions or concerns. We will: • Listen to your views and concerns. • Keep you informed about your child's progress. • Discuss any additional support your child may need. • Involve you in decisions about your child's learning and wellbeing. • Work with you to set and review targets for your child. You can also discuss your child's progress at Parents' Evenings and other meetings throughout the year. <u>Involving You in SEND Support</u> If your child receives SEND support, we will: • Talk to you about any concerns we have. • Explain the support we are putting in place. • Review how well the support is working. • Ask for your views and ideas. • Agree next steps together. If your child has an Education, Health and Care Plan (EHCP), you will be invited to attend annual review meetings and be involved in planning future support.

Listening to Children

We believe children should have a say in the support they receive.
We regularly talk to children about:

- What they enjoy at school.
- What they do well.
- Any difficulties they may have.
- What support helps them most.

Their views help us plan the right support and ensure they feel listened to and valued.
For pupils with EHCPs we work with them to produce an "All about me" PowerPoint, which is shared with parents at the annual review.

Supporting Wellbeing

We know that children learn best when they feel happy, safe and supported.
Staff regularly check in with children and provide support when needed. Children can talk to trusted adults about any worries or concerns and will be supported to develop confidence and resilience. We also have a wellbeing team who support pupils and we provide some ELSA sessions to targeted children.

Taking Part in School Life

We want every child to be fully involved in school life.
All children, including those with SEND, are encouraged to take part in:

- Breakfast Club
- Lunchtime clubs
- After-school clubs
- School trips
- Special events and activities

We will make reasonable adjustments where needed so that children can take part alongside their peers.

Attendance and Behaviour

Good attendance helps children make friends, feel part of the school community and make progress in their learning.
We work closely with families to support regular attendance and overcome any barriers to coming to school.
We also promote positive behaviour through clear expectations, encouragement and praise, helping children feel safe, respected and ready to learn.

Working Together

We believe that the best outcomes happen when children, parents and school staff work together.
By listening to each other and sharing information, we can make sure every child feels supported, included and able to achieve their full potential.

Any concerns or complaints raised by a parent of a child with SEND will be dealt with by the school by:	We want families to feel comfortable talking to us if they have any questions, concerns or worries about their child's education or support. If you would like to discuss any aspect of your child's progress, wellbeing or provision, please speak to their class teacher in the first instance. Most concerns can be resolved quickly through open communication. If you feel further support is needed, you can contact a member of the school's leadership team, including an Assistant Headteacher, Deputy Headteacher or the Headteacher, admin@adelaide.het.academy or by arranging an appointment through the school office. We value feedback from parents and carers and will always listen carefully and work with you to find the best way forward. If, after discussing your concerns with the school, you feel that the matter has not been resolved, you can follow the school's complaints procedure. A copy of the Adelaide Primary School Complaints Procedure can be found here- https://www.humbereducationtrust.co.uk/attachments/download.asp?file=221&type=pdf
The school works with other agencies to support children with SEND and their families by:	At Adelaide, we work closely with a range of professionals and specialist services to make sure pupils and families receive the support they need. Sometimes, extra advice or support from specialists can help us better understand a child's needs and ensure the right support is in place. We will always work with families and involve them in these discussions. Depending on a child's needs, we may work with services such as, but not limited to: · City Psychological Service - Educational Psychologist · Applied Psychologies – Educational Psychologist · CITE – Communication and Interaction Team Education(Formerly Northcott Outreach Service) · Children's Speech and Language Therapy Service (NHS SALT) · BRIDGE speech therapists · Public Health Nursing Team 0-19 Service · IPASS – Integrated Physical and Sensory Service · Physiotherapist Service · Occupational Therapist Service · ECT – Early Communication Team (Formerly SLD Outreach) · Steps to Success (Venn Academy SEMH Outreach) · KIDS · Virtual School – Looked After Children · Early Help · Social Care · Hilary Bohl – SEND Specialist teacher (Dyslexia specialist) · Humber Sensory Processing service

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:	We understand that there may be times when parents, carers or young people would like independent advice, information or support. Sometimes it can be helpful to talk to someone outside of school about SEND, education, health or social care matters. SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) is a free, confidential and impartial service available to families, children and young people. SENDIASS can provide support with: • Understanding SEND processes and paperwork • Education, Health and Care Plans (EHCPs) • Meetings and reviews • Knowing your rights and options • Finding services and support available in the local area • Helping parents, carers and young people have their voices heard Contact SENDIASS Hull Advice Line: Monday to Friday Address: 182 Chanterlands Avenue, Hull, HU5 4DJ Telephone: 01482467541 Email: hullsendiass@kids.org.uk Website: https://www.kids.org.uk/sendiass/services/hull-sendiass SENDIASS supports: • Parents and carers of children and young people aged 0–25 with SEND • Children and young people with SEND • Young people aged 16–25 who would like information, advice or support in their own right We are always happy to help families access additional support and information whenever it is needed.
The school works on transition arrangements for children joining or leaving the school by:	We understand that changes, such as starting school, moving to a new class or transferring to secondary school, can sometimes be challenging for children and their families. We work closely with parents, carers and other professionals to make these transitions as smooth and successful as possible. Starting our Foundation Stage 1 or 2: Before a child joins Adelaide, we work with parents, early years settings and any professionals involved with the child to understand their needs and plan the right support Liaise with the Early Years SEND Area SENCo, if required. At Adelaide Primary we; • Liaise with an individual early years setting • Attend meetings or reviews, where appropriate, in the early years setting for a child with SEND transitioning to Adelaide Primary to meet with the parents and the outside agencies involved with the child. • Plan transition visits in the summer term with the parents and the early years setting, to support as smooth a transition as we can.

- Complete a home visit.
- Identify any additional training requirements for our staff, in order for a child to be safe within our setting.
- Liaise with the parent/carer and the Local Education Authority SEN Case Worker / outside agencies where it is felt a bespoke transition into Adelaide is required to support a child's needs.

Moving to a new class within school:

At Adelaide Primary we;

- Plan out transition days in the summer term, so that pupils can spend time with their next teacher in their new classroom.
- Hold transition meeting with the new class teacher to share key information
- Complete pupil passports for all children at SEN support or with an EHCP. These outline things the pupil needs support with, is good at, is motivated by and also identifies useful resources.
- Visual transition mats showing staffing and the classroom are provided for all pupils to take home over the summer holidays.
- Social stories are also provided for some pupils.

Primary School to Secondary School:

At Adelaide Primary we;

- Follow a clear transition process for all pupils with additional needs including those pupils at SEN Support and with an EHCP:
- If a pupil has an EHCP, Adelaide Primary follows the requirements set out by SEN Department in the Local Education Authority.
- We encourage parents of pupil's with an EHCP in Year 4 to consider possible secondary schools so that in the Autumn Term of Year 5, the parents can attend the secondary school open evenings if they so wish to do.
- The parents of a pupil with an EHCP in Year 5 will be asked at the Annual Review for their preferences for secondary schools.
- Where the Annual Review is held in the Autumn Term Year 5, an additional transition meeting will be held in the summer term of Year 5, to complete the separate paperwork that is required for stating secondary schools preferences.
- We support parents of pupils with EHCPs with this process of information gathering about what each provision will offer.
- All parents of pupils including those at SEN Support or with an EHCP will be informed of the secondary school allocated in the Spring Term, Year 6.
- Vulnerable pupil forms are completed for transition once secondary schools have been allocated by Y6 teachers and SENCO. This is for pupils at SEN Support, with an EHCP or with other needs that make them more vulnerable.
- Transition is carefully planned on a pupil-by-pupil basis dependent on needs. This might involve the SENCo or a member of the Secondary SEN Team coming into school to meet a pupil, or additional visits planned to the secondary school. Co-ordinating visits with Outside Agencies such as IPASS who may need to complete a physical assessment of the secondary school or ECT may also be arranged.

	• We would work with the SENCo and the secondary school regarding any additional social stories, transition booklets and communication passports for example that would be useful. • We ensure that all SEND information has been upload onto CPOMs and for those schools who do not use CPOMs information is shared via EDT with the SENCO. **Moving Schools During the School Year** If a child joins Adelaide from another school, we will work with parents, the previous school and any professionals involved to ensure that we understand the child's needs and can provide the right support as quickly as possible. We want every child to feel safe, confident and ready for the next stage of their education. We work closely with families to ensure transitions are carefully planned and that children receive the support they need to succeed.
The Local Offer produced by the Hull Local Authority is available at:	The Hull Local Offer provides information about the services, support and opportunities available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. You can find information about education, health services, social care, leisure activities, preparing for adulthood and sources of advice and support. Further information is available on the Hull Local Offer website: Home – Hull SEND Local Offer If you need help accessing information from the Local Offer, please contact the school and we will be happy to help. The Hull SEND Local Offer