SEN Information Pack
Appleton Primary School

Prepared by Mrs C Spicer SENCo

Appleton Primary School Information Report Nov 2025

Appleton School Vision Statement

"At Appleton Primary School we strive to meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding."

Definition of Special Educational Needs (SEN)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age.

b) have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."

SEN Code of Practice 2014

Definition of Disability

'A physical or mental impairment which has a substantial and long term effect on the ability to carry out normal day today activities.

Equality Act 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for which provision is made.

Appleton Primary School currently supports children who have a range of special educational needs (SEN).The Code of Practice 2014 describes 4 broad areas of SEN.

1. **Communication and interaction**, including speech, language and communication. (SLCN) and Autism Spectrum Disorder (ASD).

2. **Cognition and learning**, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SPLD) including dyslexia.
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.
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)

Appleton Primary School has direct experience of supporting children with all of the above, with the exception of PMLD where we invest time and training from outside agencies to support any child in our care to ensure their needs where met.

2. Policies for the identification and assessment of pupils with SEN.

a) Any assessments made on entry to Appleton or during the school year on a whole school basis. This may include reading tests, standardisation testing or EYFS assessments (made using the statutory EYFS assessment framework to formulate an overview of each child's strengths and weaknesses).
b) Any targeted assessments done on pupils with suspected special education needs on entry to the school.
c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of a pupil who they suspect of having special educational needs, once the teacher has delivered personalised learning through the ***small steps program.***
d) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the educational psychologist, IPaSS, SENSS, CAMHs and speech and language therapy services.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have **EHC** plans.

a) Appleton closely monitors the progress of all pupils, including those with SEN. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by the class teachers in collaboration with parents, the SENCo and the pupils themselves.
b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, those pupils may be assessed in more specific terms using more detailed testing to evaluate their level of progress in their specific area(s) of difficulty.

c) The approach to teaching pupils with special education needs varies, dependent upon the need of the particular child. First quality personalised learning led by the class teacher will be ensured throughout the day, however sometimes support above and beyond is needed. At Appleton this may include:

- Additional phonic support using the Read Write Inc scheme of work or Fresh Start phonic program for older pupils
- Friendship group (supporting social aspects of learning)
- Speech and language intervention
- Sensory intervention
- Fine and Gross motor skills (physical intervention)
- Nessy ICT programme for dyslexic pupils
- Precision teaching
- Access to the Star Room provision
- Lego Therapy
- Pastoral support including ELSA

For Primary Schools this may include

(i) In class support where teaching assistant may support one or more children to understand the content of the lesson.
(ii) Small group withdrawal where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils- this will be planned for carefully by the classteacher.
(iii) One to one withdrawal where they may be targeted support in their area of need.

d) Additional support for pupils with SEN in provided in the form of
   (i) small group withdrawals for literacy and numeracy
   (ii) Additional adult support
   (iii) Social skills groups where appropriate.

e) Lunch time provision is offered covering a variety of activities for all pupils, but especially for pupils who find unstructured times difficult to manage. For some pupils in a small number of cases it may be necessary to provide supervision during unstructured times.
f) A variety of inclusion sports activities are held throughout the year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra cross-curricular activities for example school productions.
g) Additional support is provided for pupils requiring emotional and social development in the form of social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs. This system allocates children a personal support assistant (ELSA) with whom they meet regularly to discuss any problems and successes that the child may have.

h) Accessibility

Accessible means a person with a disability is afforded the opportunity to acquire

the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use.
Ensuring that all children, including those with disabilities, have equal access to all areas of a primary school is an essential aspect of inclusive education. To achieve this, we adopt several measures such as making physical adjustments to the school's infrastructure to remove any barriers to access. For example, installing ramps or widening doorways, and creating accessible restrooms. The school may also provide special learning aids, like large print or audio books, and assign a dedicated teaching assistant to help children with disabilities during class. Additionally, the school may offer special education programs, and other support services to ensure that all children, regardless of their ability, can participate in extracurricular activities and have equal opportunities to succeed. By taking a comprehensive approach to inclusion, we aim to create an environment that is welcoming, supportive, and empowering for all students

4. Contact details of the SEN Co-Ordinator.

SENCo name: **Mrs C Spicer**
Contact telephone number: **01482 343507**
Email **cspicer@appleton.hull.sch.uk**
Often email or telephone is the most effective way of contacting the SEN Co-Ordinator or via telephone

Governor with responsibility for SEND is Tony Garner

5. Expertise and training of staff in relation to children and young people with special educational needs.

All staff have attended safeguarding training.

Appleton has an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special education needs.

Staff will seek training from outside agencies when necessary including outreach and transitional support (see Local Offer for list of external agencies)

Staff will also attend training courses provided by the local authority

Staff can also access expertise through the Constellation MAT support system

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo (and/or class teacher) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how a child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

a) Liaise with the class teacher informally.
b) Parents evening when advice and support in helping their child at home can also be given.
c) Formal review of their child's progress with the SENCo (and/or class teacher).
d) At the end of year meetings/discussions a 'person centred approach' allows for professionals and parent/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

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8. Arrangements for consulting young people with special education needs about their education.

a) The child is involved (as is appropriate) at every stage of the assess, plan, do, review process:-
   (i) At the initial assessment and planning stage, in order to support a 'person centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.

(ii) Where the child may be unable to verbally communicate or provide written input, observations of the child may be made in order to gather information in regards to their likes, interests, dislikes and difficulties.
(iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
(iv) Any documentation used as a part of the agreed provision (for example Individual Education Plans or similar) will have a 'child-friendly' section which is shared with the child so that they are able to understand all aspects of their support.

b) The child is able to discuss any aspect of their provision in a number of ways.:-
(i) Informally with their class teacher on a regular basis.
(ii) Where appropriate, the child will attend a more formal review meeting to review their progress and provision.
(iii) A child may contribute to this meeting either by attending or by providing a written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child to contribute towards reviewing the effectiveness of provision. Following this decisions can be made regarding the next steps.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN 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 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.

Appleton participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. . How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where Appleton has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support or voluntary organisations.

These may include

- Educational Psychologists – **Louise Rodgers**

- Speech and Language Support Agency
- ASD team
- National Autism Society
- IPaSS – Integrated physical and Sensory Service (Visual/Hearing/Physical)
- Social Care Team
- Children's Centres
- CAHMS for Mental Health Needs
- Kids Parents Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze/Dovehouse Bereavement Support Team
- Traveller Education Team
- Northcott Outreach Service
- Police
- Headstart
- Ganton Outreach

Links to all of these can be found in the Hull Authority Local Offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.
- Social, Emotional and Mental Health

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a statutory assessment, the local authority will make a decision whether an Education Health and Care Plan in considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

Home – Hull SEND Local Offer

12. Arrangements for supporting pupils with special educational needs

All children with special educational needs will require support and planning when they transfer between key stages.

Where a child has a Statement of Educational Needs or an Education Health Care Plan, a preference for educational setting should be made during the annual review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine they suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or collages at the next key stage to help an informed choice to be made. The SEN team will administer the process following any request by the parent.

Transition packages need to be carefully planned for children with special educational needs. Consideration could be given to the use of social stories, transition activities/programmes or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with an Education Health and Care Plan must have a secondary transfer placement confirmed by 15th February in Year 6.
Dependant on the school's setting they may wish to elaborate on the specific arrangement that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published.

Please visit the Local Offer website

https://hullsendlocaloffer.org.uk/

Glossary

ADD – Attention Deficit Disorder

ADHD - Attention Deficit Hyperactivity Disorder

ASD – Autism Spectrum Disorder

CPD – Continued Professional Development

EHCP – Education Health and Care Plans

EYFS – Early Years Foundation Stage

HI – Hearing Impairment

IPASS – Integrated Physical Sensory Service

MSI – Multi Sensory Impairment

PD – Physical difficulties

PMLD – profound and multiple learning difficulties

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENCo - Special Educational Needs Co-Ordinator

SLD – Severe Learning difficulties

SLCN – Communication and Interaction including speech, language and communication needs

SpLD – Specific Learning difficulties

VI – Visual Impairment

*Small Steps Programme – This is a tool available to all teachers within their classrooms to identify and target gaps in learning through small, achievable targets. These targets are identified, planned for and regularly assessed by the class teacher.