



Primrose Hill C of E Primary Academy



Special Educational Needs Information Report 2025-2026

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	The school
Reviewed:	September 2025
Next Review Date:	September 2026

This report is the result of consultation with staff, parents of children with special educational needs (SEN) and governors at Primrose Hill C of E Primary Academy. The report will be updated annually to reflect the changes and plans within the school.

School Context – January 2025

SEND status	Number on SEND register	School percentage	National
SEN support	19	9%	14.2%
EHCP	6	2.9%	5.3%
Total	25	11.9%	19.5%

1. The type of SEN provision

The SEND provision that the school caters for is:

- Communication and interaction – including children who have speech, language communication difficulties, a Developmental Language Disorder or Autism Spectrum Disorder (ASD).
- Cognition and learning e.g. specific learning difficulties such as dyslexia, dyscalculia, moderate learning difficulties, ADHD.
- Social, mental and emotional health – children may be withdrawn or display dysregulated behaviour. These behaviours may reflect underlying mental health needs and/or trauma. This area includes ADHD and Attachment difficulties.
- Sensory and/or physical needs e.g. visual impairment, hearing impairment, physical disability.

2. The school's policies

2.1 The school's SEND policy is displayed on the school's website. A paper copy can be requested from the school office.

Our SENDCo is Miss. P and she can be contacted on sendco@prh.dgat.org.uk or 01594 843453.

2.2 Monitoring and evaluating

The SENDCo, SEN governor, Headteacher and SLT regularly monitor and evaluate the quality of provision for all pupils. This will be measured through:

- Analysis of data from formal assessments.
- Progress against national data based on age and starting points.

- Pupil progress meetings.
- Progress against individual targets.
- Work scrutiny
- Pupil conferencing
- Monitoring of Intervention data, My Plans and My plan +
- Holding annual reviews for pupils with an EHCP.

2.3 Assessing and reviewing

When a child is identified with SEND, the school will act to remove barriers to achievement and put effective provision in place following the four-part cycle known as the graduated response.



Assess

The pupil's attainment and progress will be reviewed regularly against their individual targets, in comparison to their peers and national data. We will also review the effectiveness of the support and interventions and their impact on the pupil's progress. The pupil's views, parents' views and advice from any external support services will be considered. This analysis will be ongoing to ensure that support and intervention is matched to need.

Plan

Planning will involve consultation with the teacher, SENDCo, parents and child to agree the adjustments, interventions and support that is required. Progress measures will be identified and a clear date for review will be set. This will be recorded on a My plan or My plan + and shared with appropriate staff, families and children.

Do

All teachers are teachers of SEND and therefore will remain responsible for the teaching and learning of the child on a daily basis. The teacher will be accountable for the child's progress. The teacher will ensure any additional learning aids are used appropriately and that interventions and support are managed appropriately. This will be with support and advice from the SENDCo.

Review

My plans and My plan + are reviewed at least 3 times a year in line with parent evenings. The review process will evaluate the impact and quality of the support and interventions and record this on the My Plan or My Plan +. It will consider the views of the pupil and their parents. This will inform the planning of the next steps for further support or if removal from the SEND register is to be considered.

My assessment/My plan +

If a child continues to not make progress after the above intervention or has more complex needs, a My Assessment will be undertaken. This will bring together all information about the child and their needs from school, the child, parents and outside agencies. A TAC or TAF meeting may be called to discuss the child's needs and further outcomes, and support will be discussed and recorded in a My Plan +. This will follow the same graduated response cycle of assess-plan-do-review. Targets will be reviewed at least 3 times a year but can be more frequent as required.

EHCP

A small minority of learners may need further support due to the severity of their needs. It would then be appropriate to apply to the local authority for an Education and Healthcare Plan (EHCP). If issued, this provision will provide additional High Needs support and guidance to meet the needs of the pupil. The provision is banded by the EHCP LA SEN panel and is reviewed annually in line with statutory regulations. Children with an EHCP will also have a My Plan which will be reviewed at least 3 times a year. Children's progress is continually monitored by the class teacher, teaching assistant and the SENDCo.

3. Approach to teaching

The school's approach to teaching pupils with SEND (including pupils who do and do not have an EHCP).

3.1 Adapting the curriculum, equipment and learning environment

All teachers are teachers of pupils with SEND. Quality first teaching is the first step to responding to the child's needs and whole class strategies are in place in every lesson to support the needs of all pupils. Lessons have a clear learning outcome and learning is adapted appropriately. My Plan (+) targets are considered by staff when designing lessons and activities. All children will have access to a broad and balanced curriculum and children aren't removed from wider curriculum lessons. Classroom provision may be adapted to support learners with SEMH needs, ASD or ADHD to ensure they can fully participate in whole class learning alongside their peers.

3.2 Additional support for learning

Most children will access learning with their peers. Occasionally, children may need an adapted curriculum or bespoke learning opportunities. This may be to enable them to have

time to process information, provide overlearning or additional reinforcing or retrieval practice. This may require the child(ren) to work in a 1:1 or small group with a member of staff.

3.3 Additional activities

In addition to quality first teaching, some children may require additional activities to support their learning. These may include:

- Intervention/booster group. These can be run by the teacher or the teaching assistant and may take place in the main lesson or outside of the classroom. Each group will have a specific learning outcome or skill.
- Individual support. This may be targeted support in the lesson or 1:1 support outside of the classroom. This support is bespoke and targeted to meet a specific need of the child.

Children with SEND are entitled to share the same learning experiences as their peers.

3.4 SEMH

The SENDCo and Pastoral Lead work closely together to monitor the emotional needs of the children and to provide appropriate interventions. If a pupil is showing signs of social, emotional or mental health needs an SDQ or ELSA questionnaire would be used to gather pupil's thoughts and feelings and to discuss any arising behaviours. Teachers can also refer pupils to the ELSA program to address any SEMH needs. ELSA sessions can be individual, pairs or small groups. The needs of the child are discussed with parents before they undertake ELSA sessions. The SENDCo is responsible for planning and delivering the ELSA sessions.

The pastoral lead will also complete work with the children including daily check ins or a more structured program to support children with bereavement, parental service deployment or ad hoc upheaval in children's lives.

If required, referrals are made by the school to Young Minds Matter, with the permission of the parents. Parents can also be signposted to support for parenting and to access support from TIC+.

4 The School's facilities

The environment is adapted to the needs of pupils as required. There is wheelchair access to all areas of the school, a lift to transport from KS1 to KS2, a disabled parking bay and access to a hygiene suite with hoist.

Individual plans identify adaptations and resources required and these may be sourced through EHCP funding or the school's SEND budget. Specialised resources are sourced through external support agencies including OT and S< recommendations.

5 The School's training

5.1 Training needs

Training needs are identified through monitoring and in response to the needs of the children with SEND. Training may take place during INSET days, staff meetings or targeted towards the staff working with particular children.

5.2 Specialist expertise

Specialist expertise is obtained by the school by:

- Utilising current staff expertise to lead training sessions.
- Commissioning outside agencies to provide staff training e.g. ATS
- Attending training provided by the LA, NHS or independent providers.
- Advice is sought from a range of external professionals e.g. ATS, EP, S<, OT, Paediatricians
- Specific awareness training e.g. ADHD, ASD
- Write journey
- ELS phonics and spelling
- Number stacks
- Toucan play therapy
- Starfish
- PIXL

6 The School's consultation

The school will consult, and involve, a range of stakeholders.

6.1 Parents of pupils with SEND.

- Through My Plan (+) and EHCP review meetings; these will be held 3 times a year. Additional meeting may be held as necessary.
- Frequent home school communication is in place either verbally or written.
- Annual school report

6.2 Pupils with SEND

- Through continual class teacher and teaching assistant feedback about what is going well and what the child's next steps are.
- Through My Plan (+) and EHCP meetings. Children's views are sought before the meeting and recorded on the plan.
- Use of pupil voice to capture thoughts and feelings.

7 The School's partnerships

7.1. School partnerships

The school involves other agencies to meet the needs of pupils with SEND and their families by:

- Referring to appropriate agencies for advice and support in consultation with families.
- Providing spaces for assessment and therapies within school.
- Following advice and recommendations from outside agencies.
- Seeking general advice and training from support services to support whole school SEND provision or individual bespoke support.

The school works with:

- The EP service
- The ATS service
- S<
- OT
- School nurse
- The virtual school
- YMM
- TIC+
- Early help
- Inclusion team
- Barnardo's

7.2 Virtual school

The school works with the virtual school to support children who are looked after by the local authority. The designated teacher for children in care is Miss. Rachel Parker rparker@prh.dgat.org.uk

7.3 School transfers

Pre-school – At Primrose Hill we work closely with pre-schools to understand the needs of individual children before they begin school. The EYFS team and SENDCo meet with pre-school staff and attend meetings for children already identified as having SEND or with an EHCP. We also conduct home visits to discuss individual children with families. We have a robust transition program in place to support children beginning in Reception.

Secondary/New school – When children move to a new school we will share information with the receiving school. The year 6 teacher and SENDCo meet with the SENDCo and relevant staff from the secondary school to discuss individual needs. The child will have a bespoke induction suited to their needs e.g. extra visits with the support of a known adult. The receiving SENDCO will attend EHCP review meetings.

Within year move – if a child is moving from another school within a school year, Primrose Hill will make contact with the other school and discuss any SEND needs.

8 The School's key contacts

Special needs coordinator (SENDCo): Miss. Parker sendco@prh.dgat.org.uk 01594 843453

We urge families with any concerns regarding SEND policy or provision to speak to a member of staff as soon as possible. The child's class teacher is the best person to speak to in the first instance. If the parent feels the child's needs are not being met, they can make an appointment with the SENDCo and headteacher, if required.

Headteacher: Mrs Emma Mignaud head@prh.dgat.org.uk 01594 843453

The governor who is responsible for SEND is Anita King aking@prh.dgat.org.uk

The school's complaints policy can be found on the website.

9 The School's link to the Gloucestershire Local Offer

Information for the local offer for Gloucestershire can be found on the school's website. The link is also here [GloSFamilies Directory | Support for Families with SEND - Gloucestershire's Local Offer for Parent & Carers](#)

The Gloucestershire Local Offer provides information and advice on special education needs and disabilities to families. If you wish to contact GCC about the local offer please call their SEND information advice and support service (SENDIASS) on 0800 1583603 or 01452 389344/5

Next review date: September 2026

Signed:

SENDCO

Headteacher