



# SEND Information Report 2025-26

This information report should be read alongside our SEND policy, available on the [school website](#)

*Accurate as of November 2025*

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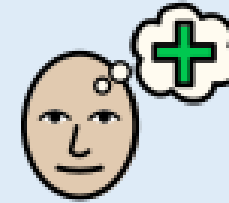
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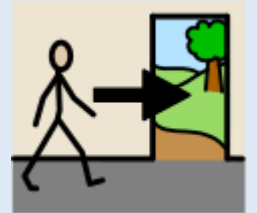
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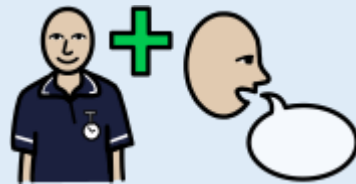
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# Key Contacts

*In the first instance, if you have any concerns that your child/ren may have Special Educational Needs or a Disability, you should contact your child's class teacher.*

Our SENCo is **Mrs Laura Lovely**, who can be contacted via the school office.

The role of the SENCo involves ensuring that:

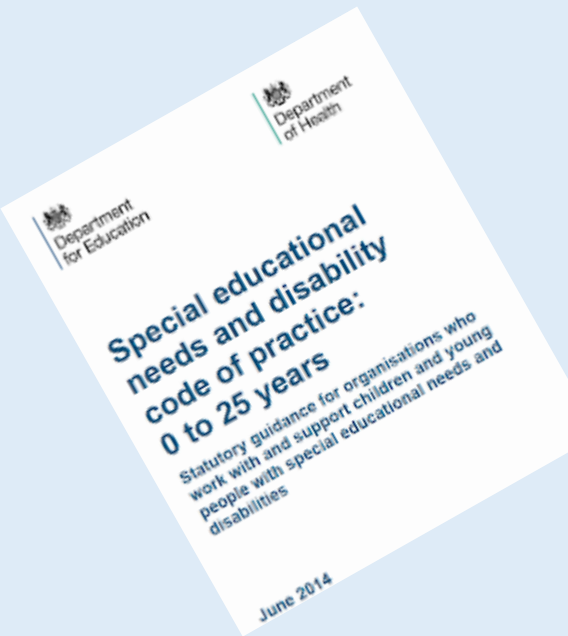
- teachers understand a student's needs
  - teachers are trained in meeting those needs
  - the quality of teaching for students with SEND is high
  - provision across the school is efficiently managed
- The Academy Councillor for SEND can be contacted via the school office.
  - Our Family Support Workers are **Mrs Sarah Saunter and Miss Jessica Eastland**
  - Our Thrive Practitioner is **Mrs Cindy Innes**.

01934 312720  
[info@hva.clf.uk](mailto:info@hva.clf.uk)

Haywood Village Academy  
20 Whitney Crescent  
Weston-super-Mare  
BS24 8ES

# What does SEND mean?

- SEND stands for Special Educational Needs & Disabilities, and is underpinned by the contents of the SEND Code of Practice, 2015.



*'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 him or her.'*

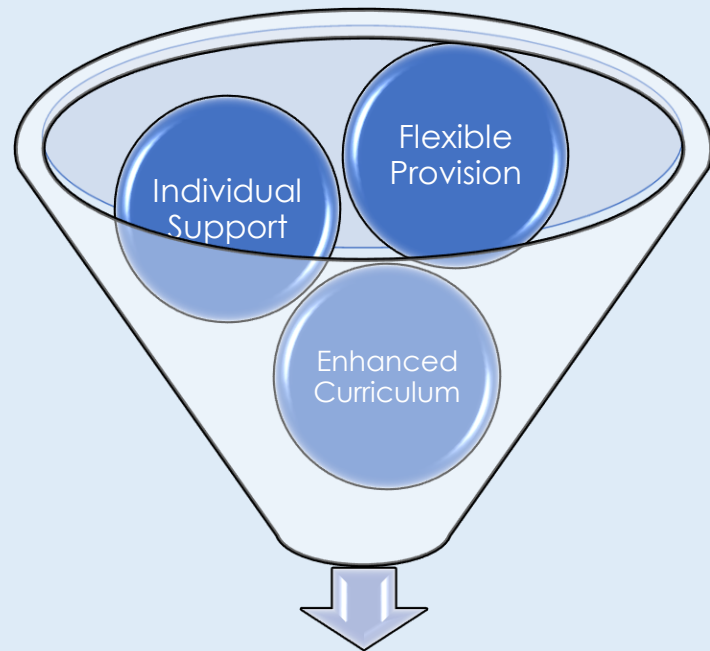


*'A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*

- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

# What is the school's offer for SEND?

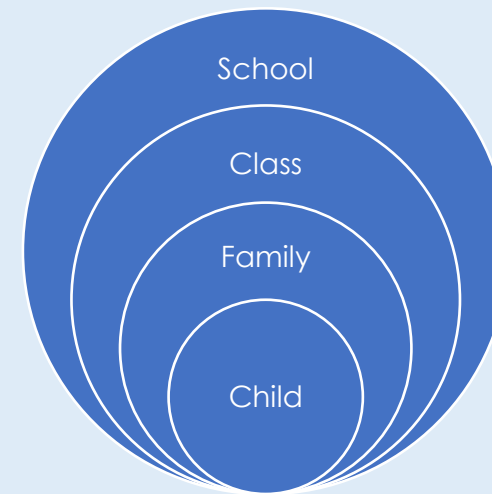


Best outcomes

*We are an inclusive school committed to equity. We strive to give all our children every opportunity to achieve their best regardless of special educational needs or disabilities.*

*The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school.*

*Every teacher is a teacher of every pupil, including those with SEND. We ensure the unique contribution of every individual is valued.*



# Who do we support?

- We cater for the four broad areas of need, as set out in the SEND Code of Practice (2015)

| Communication and Interaction (C&I)  | Cognition and Learning (C&L)   | Social, Emotional, and Mental Health Needs (SEMH)   | Sensory and/or Physical Needs (S/P)  |
|--|--|---|--|
| <p>Speech, language and communication needs (SLCN)</p> <p>Autism Spectrum Disorder / Condition (ASD / ASC)</p> | <p>Moderate learning difficulties (MLD)</p> <p>Severe learning difficulties (SLD)</p> <p>Profound and multiple learning difficulties (PMLD)</p> <p>Specific learning difficulties (SpLD)</p> | <p>Attention deficit disorder (ADD)</p> <p>Attention deficit hyperactivity disorder (ADHD)</p> <p>Attachment disorder</p> | <p>Hearing impairment (HI)</p> <p>Multi-sensory impairment (MSI)</p> <p>Visual impairment (VI)</p> <p>Physical disability (PD)</p> |
|  | <p><i>*note – SpLD includes dyslexia, DCD, dyscalculia</i></p>   |   | <p><i>*note, Developmental co-ordination disorder (DCD) falls under the SpLD category</i></p>                                      |

# Who do we support?

- At Haywood Village Academy, the children we support are broadly in line with National picture of SEND needs.

| Communication and Interaction (C&I)  | Cognition and Learning (C&L)  | Social, Emotional, and Mental Health Needs (SEMH)  | Sensory and/or Physical Needs (S/P)  |
|--|---|--|--|
| <p>The highest-level of need at HVA</p> <p>Currently, 48% of the SEND register is children with C&amp;I differences.</p>   | <p>The third highest-level of need at HVA</p> <p>Currently, 18% of the SEND register is children with C&amp;L needs.</p>  | <p>The second highest-level of need at HVA.</p> <p>Currently, 26% of the SEND register is children with SEMH needs.</p>  | <p>The lowest level of need currently at HVA.</p> <p>Currently, 8% of the SEND register is children with Sensory and / or Physical needs.</p>                              |
| <ul style="list-style-type: none"> <li>❖ <i>Speech sound delay</i></li> <li>❖ <i>Receptive language delay</i></li> <li>❖ <i>Expressive language delay</i></li> <li>❖ <i>Social interaction differences</i></li> <li>❖ <i>Autism Spectrum Disorder / Condition</i></li> </ul> | <ul style="list-style-type: none"> <li>❖ <i>Literacy difficulties</i></li> <li>❖ <i>Maths difficulties</i></li> <li>❖ <i>Dyslexia</i></li> <li>❖ <i>Dyscalculia</i></li> <li>❖ <i>Developmental Co-ordination Disorder</i></li> </ul> | <ul style="list-style-type: none"> <li>❖ <i>Anxiety</i></li> <li>❖ <i>Mental Health concerns</i></li> <li>❖ <i>Attachment Disorder</i></li> <li>❖ <i>ADHD</i></li> </ul> | <ul style="list-style-type: none"> <li>❖ <i>Sensory Processing Disorder</i></li> <li>❖ <i>Diabetes</i></li> <li>❖ <i>Epilepsy</i></li> <li>❖ <i>Haemophilia</i></li> </ul> |

# The stages of school provision

## Enhanced SEND Support (SEND E)

*Highly tailored and  
bespoke teaching and  
learning*

## SEND Support (SEND K)

*Additional support including  
personalised strategies*

## Universal Provision

*High quality teaching in the classroom for all*

# Graduated Approach to supporting pupils with SEND

*If a child is thought to have a Special Educational Need or Disability which hinders their progress within school, the graduated approach will be adopted as below.*

## 1 – Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs.

## 2 – Plan

Teachers and the SENCo together will plan for the most appropriate interventions to meet the needs of the child. This will include planning short-term targets to meet long-term outcomes.

## 3 – Do

Class teachers remain responsible for working with the child on a daily basis. Where intervention and support takes place away from the main classroom, teachers must ensure that they oversee and monitor these.

## 4 – Review

Any intervention put in place will be periodically reviewed to ensure progress is made. If progress is not made, the SENCo will determine the next course of action, perhaps through further assessment.



# Identifying Special Educational Needs

## Class teachers

- Class teachers and the leadership team carry out regular assessments of all children. These assessments may feed into any discussions about whether or not a child is presenting with any potential special educational need.

## Screening tools

- The school uses a range of screeners and assessment tools to support the identification of a potential special educational need (although we are not qualified to give any diagnosis).

## Health Professionals

- Health professionals will support with assessment, diagnosis and ongoing provision for a child with a severe medical condition or disability

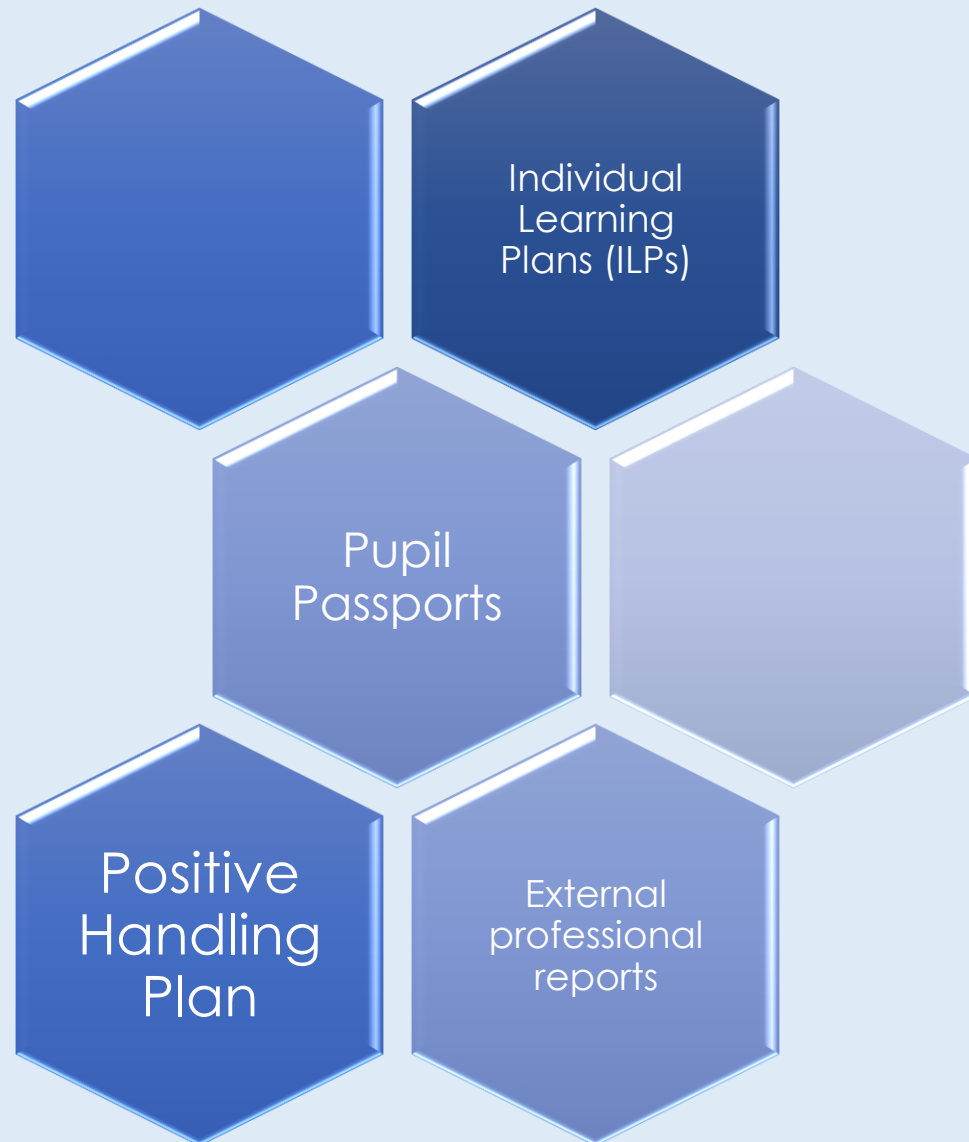
## Parents and families

- Parents and families often know their child best and children may present differently in different settings.

## Signs we may look for

- Working below the expected level
- Needing more time to complete learning
- Requiring more adult support than their peers

# How will you communicate my child's needs?



Most children on the SEND register have an Individual Learning Plan (ILP), which documents the small-step targets that we are working on at the time.

Some children might have a Pupil Passport.

A small number of pupils may have behavioural needs which require an additional plan for success.

Children with external professional programmes may have programmes and reports which can be shared.

# How we involve parents / carers

*Parents are the most valuable source of information. They typically know their children the most, and working together brings the best outcomes for the child.*

Class teachers remain the first point of contact for parents of children with additional needs. They are welcome to discuss a concern at any time and can draw on the expertise of other members of staff including the SENCo if required.

For parents of children with additional needs, there are also specifically planned times during the year for parental communications. This can be summarised as:

|        |   |
|--------|---|
| Term 1 | ILP updated and shared by class teacher<br><i>Y6 EHCP pupils only – phase transition review</i><br><i>EHCP Parents requesting special school place only – early review</i><br>2 x SENDCo drop-in sessions<br>SEND & Wellbeing themed Coffee Morning |
| Term 2 | Parents' evening with class teacher<br>2 x SENDCo drop-in sessions  |
| Term 3 | ILP updated and shared by class teacher<br><i>School-funded SALT caseload only – review meeting</i><br>2 x SENDCo drop-in sessions  |
| Term 4 | Parents' evening with class teacher<br>2 x SENDCo drop-in sessions  |
| Term 5 | ILP updated and shared by class teacher<br>2 x SENDCo drop-in sessions<br>SEND & Wellbeing themed Coffee Morning  |
| Term 6 | Annual School Report<br><i>School-funded SALT caseload only – review meeting</i><br>2 x SENDCo drop-in sessions   |

# How we involve children

## Pupil Voice

- Gathering pupils' views and opinions is a normal part of the school day at HVA. Their interests are central to their engagement in learning.
- Children may talk at home about using 'Blob Trees' to express their opinions on situations.

## Pupil Conferencing

- The Inclusion Team will conduct pupil conferencing with SEND children at least twice a year.
- Various Subject Leaders will conduct pupil voice, including children with SEND, termly.
- During these, pupils are given the opportunity to share how they feel they are supported (or not) within the classroom.

## Pupil Survey

- A whole-school pupil survey is conducted three times a year.
- Children respond, on a numbered scale, to questions about teaching, learning, activities, safety and friendships.

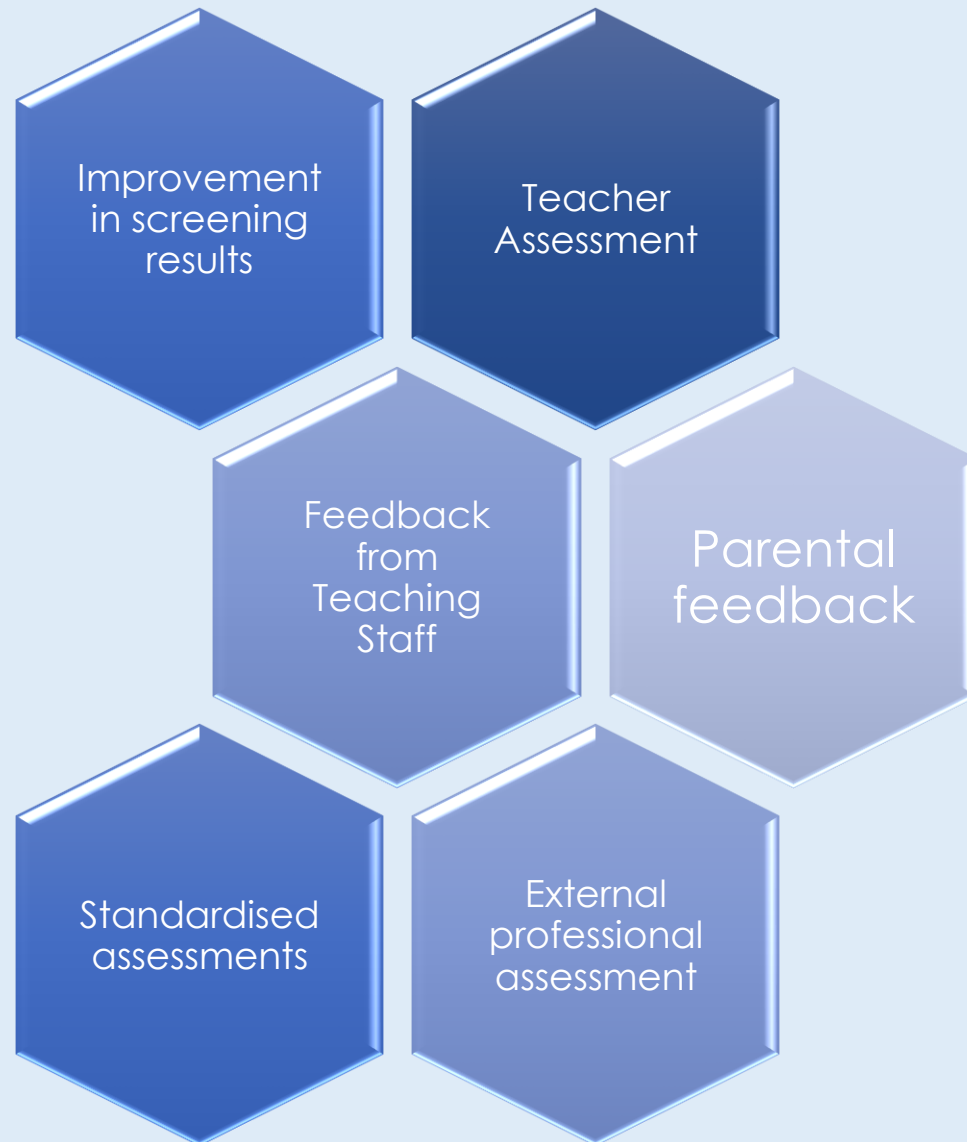
## Learning Feedback

- Teachers aim to give feedback on learning 'in the moment'.
- This gives children the opportunity to share their thoughts and challenges.

## Observations

- Staff observe children throughout the day. This gives us the chance to notice what children enjoy, dislike, and benefit from.
- Children with limited language are encouraged to use their preferred communication methods to share their thoughts.

# How we monitor progress



Progress is formally measured on an at-least termly basis.

Teaching Teams assess children's learning during every learning opportunity, which feeds into an overall assessment judgement at the end of each term.

Children with external professional programmes will have other measures, such as improvement in speech sound production.

A range of assessment tools such as reading age, spelling age and multiplication facts will also be used to contribute to monitoring of progress.

# How are *SEND* resources allocated?

Schools receive funding for all children including those with Special Educational Needs and Disabilities and their needs are met from this.

The Local Authority may contribute more funding if the cost of meeting an individual child's additional needs is more than £6,000 a year.

The assess-plan-do-review cycle will inform planning for allocation of staffing and appropriate interventions.

Levels of adults within classes are not fixed and may be changed to accommodate individual needs or the needs of a cohort.

If your child qualifies for an Education, Health and Care plan (EHCP), the assessment of your child's needs identifies something that is significantly different from what is usually available, there may be additional funding allocated.

For students who have an EHCP, our focus is that their needs are met and their objectives worked on. This is often better achieved by pooling resources e.g. running interventions for small groups, or providing an additional adult across a year group.

# How we support children with SEND

## Consistent adults

*We try, wherever possible, to avoid the use of supply staff by covering absence with internal staff members.*

## Care Personally

*Our school staff know your children and their families well. This not only applies to the class teacher, but includes office staff and senior leaders.*

## High-quality professional development

*Professional development covers all members of school staff and includes a wide-range of topics linked carefully to the needs of children within the school.*

## High-quality teaching

*The first step in ensuring that children make progress is through excellent teaching. Teachers are carefully monitored by the senior leadership team to ensure that the most relevant skills are being used.*

## Engaging with external professionals

*When required, the school will enlist the support of outside agencies to provide accurate, specialist advice and guidance.*

# How we support children with SEND

## Equity and Excellence for All

*Every child getting exactly what they need is the shared aim for all at Haywood Village Academy.*

## Careful assessments

*We will use a range of assessment and screening tools to best understand the presenting needs of individual children*

## Needs, not Labels

*At HVA, a diagnosis is not necessary to receive extensive support within school. We look carefully at the child in front of us, and what needs they have. Support is then implemented based on what we see, rather than a one-size-fits-all approach.*

## Ongoing Support

*Continual cycles on assess-plan-do-review completed by the teaching and inclusion teams to inform future planning.*

# How we support children with SEND

*We provide significant levels of adult support to ensure that all children are able to flourish and thrive, regardless of their starting points and additional needs.*

*Adults working with children with SEND may include:*

- Thrive practitioner
- ELSA practitioner
- School-funded Speech and Language Therapist
- School-funded Play Therapist
- Education Mental Health Practitioner
- Trauma informed practitioners
- Mental health first aiders
- Attention Autism practitioners
- ROC mentors

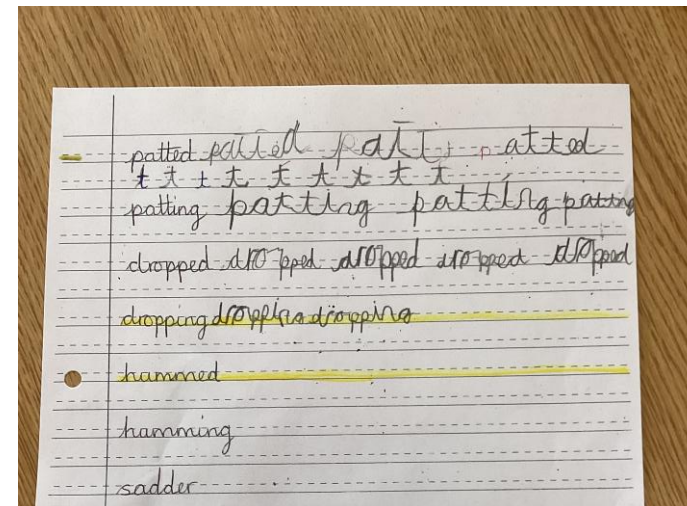
# Adaptive teaching in the classroom

*Adaptive teaching is the way we provide adaptations to the learning opportunities for children who may be finding it more difficult to access the learning.*

Adaptations enable children to demonstrate their understanding and learning without specific barriers hindering them.

Adaptations in class may include:

- Oral dictation (talking tins, iPads, recording devices)
- Using drawing and creative arts to share their knowledge
- Learning 'chunked' into smaller parts
- Visual images to support understanding of new or unfamiliar vocabulary
- Extended use of concrete resources in subjects such as maths



Match the word to the picture

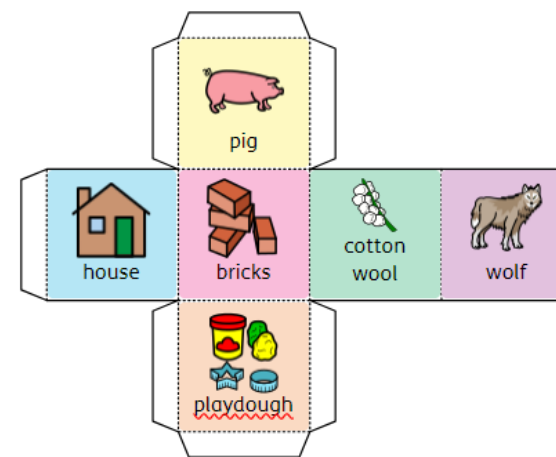
altar

font

stained glass

aisle

pews



# Supporting wellbeing & mental health



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All the schools in the Cabot Learning Federation actively embrace the Thrive approach which provides nurture support and develops emotional resilience.

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A high-level of our school staff are trained Mental Health First Aiders.  
Our Senior Mental Health Leader is **Mrs Laura Lovely**.

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We utilise the expertise and support of an NHS Education Mental Health Practitioner

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Pupils' views are sought, listened to and acted upon wherever possible.

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There are many adults in school available to support your child's pastoral needs including the Principal Team, the SENCo, Family Support Workers, Thrive & ELSA Practitioners, and Learning Partners.

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In our academy, the class teacher is the first port of call for all discussion about your child. They will discuss any concerns with appropriate members of staff.

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We have a clear behaviour policy (available on our website) and access to behaviour specialists for support and advice when needed.

# Supporting transitions

- At Haywood Village Academy, children will go through three main transition points;
  - **Transitions into school**
  - **Transitions within school**
  - **Transitions leaving the school**

*. The SEND Code of Practice covers young people from 0 – 25 years and it is our responsibility to ensure safe and successful transition from one setting to the next, across the learning journey.*

# Supporting transitions

- **Transitions into the school;** *Pre-School, Reception, or other year group*
  - If a child has identified needs prior to joining HVA, we will gather information and assessments from their previous setting.
  - A transition meeting will be arranged with all professionals involved in the child's care. We will ask if your child has any additional needs prior to joining HVA, and in some cases we may offer to carry out a home visit.
  - Children with an EHCP will secure a place via the EHCP review process, held in conjunction with their current setting, HVA, and North Somerset SEND Team.
  - Children starting school in Reception will have the opportunity to visit Haywood Village Academy in small groups with their families.
  - Teachers also take time to visit the children in their nursery settings in the Summer term. We also hold events in the summer term before the September start.

# Supporting transitions

- **Transitions within school;** *changing from one year group / class to the next*
  - Children with identified SEND needs will receive enhanced transition during term 6, in the lead up to changing to a new year group.
  - This may include:
    - *additional visits to and from their new teaching team*
    - *additional familiarisation with their new classroom, cloakroom, and learning spaces*
    - *2 'moving-up' afternoons with the rest of their class*
    - *A transition booklet to share at home, over the summer holidays*
- The SENCo will meet with class teaching teams during term 6, and during Term 1 to share important information and knowledge of children with additional needs.
- Parents are invited to 'meet the teacher' during the first weeks of Term 1.

# Supporting transitions

- **Transitions into a new setting;** *secondary school, moving to a new school, or moving to a specialist setting*
- Children with an EHCP will secure a place via the EHCP review process, held in conjunction with their new setting, HVA, and North Somerset SEND Team.
- The school SENCo will hold additional transition conversations with the new setting, sharing information, targets and strategies.
- Additional transition visits will be arranged on an individual basis, as required.
- HVA staff will ensure that all children leaving get the chance for a 'Good Bye' with their current friends and staff.
- Children in Year 6 may qualify for additional transition support from North Somerset SEND Teams.

# Professional Development

The SENCo holds BA, PGCE and NAsENCo qualifications, as well as SMHL, MHFA, NPQSL.

- Over 50% of our staff are mental health first aiders, from across a range of roles.
- Professional Development has a very high profile across the school, with a range of leaders engaging in various development opportunities.
- SEND specific staff receive training in delivering specified interventions from external professionals.
- Internal Inset days, and staff meetings are carefully planned to meet identified needs of all learners.
- Recent external training has included:
  - Making Sense of Autism – Led by Autism Education Trust
  - Situational Mutism – Led by Speech & Language Therapist
  - Attention Autism - 2-day course
  - Trauma Informed Approach – 6-day course, Led by Dr Karen Treisman
  - 6-day ELSA training

# Extra-curricular activities

*The school provides a range of extra-curricular activities in the form of after-school clubs, lunchtime clubs, school trips, and speakers and visitors into school.*

- We fully encourage *all* children to join in with extra-curricular activities.
- We assess the risks for individual children and operate an inclusive policy to ensure access for all children.
- We will aim to provide any support that is required for full inclusion as we choose visits that are accessible to all.
- You are encouraged to join and support the school and your child on some trips and visits

# Working with external agencies

*As a school, we are highly committed to working with external agencies to best support our children and families. We allocate significant resourcing to this.*

- If your child's needs are over and above that of the skillset of our staff, we will endeavour to engage a specialist to support us.
- This has included, but is not limited to:
  - School-funded Speech & Language (funded for one day per week)
  - NHS therapists – SALT, OT, Physio, continence team
  - School nursing team
  - Educational Mental Health Practitioner
  - Baytree Outreach Support
  - Primary Inclusion Panel
  - Educational Psychologists
  - Young Victims' Service
  - Play Therapist

# How accessible is the school?

Haywood Village Academy is fully accessible and meets the requirements linked to the Equalities Act and the Disability Discriminatory Act.

The site is accessible to students and parents with physical limitations and/or mobility impairments.

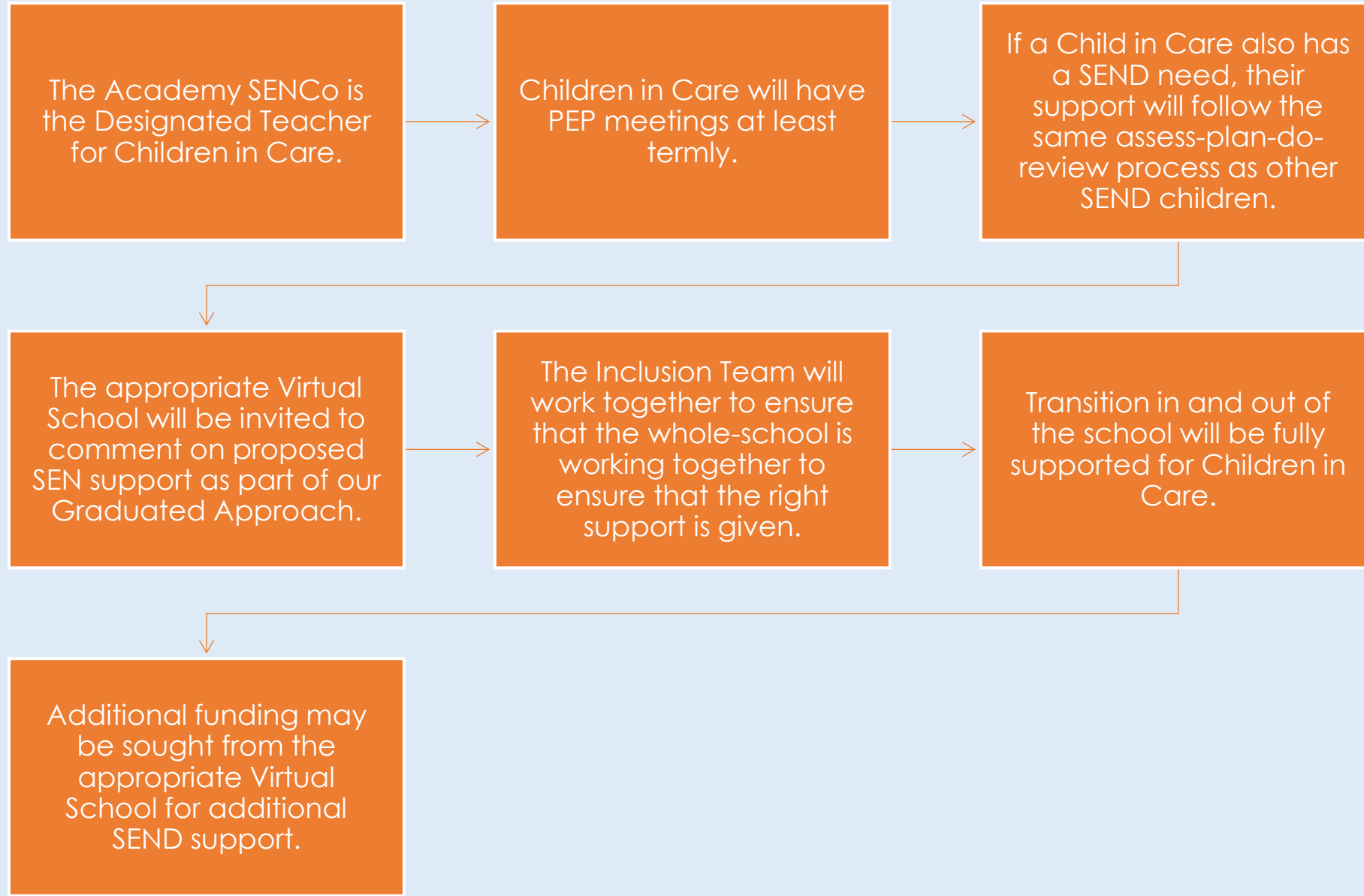
We have disabled parking areas from which, people can enter the school.

All rooms are at ground level and are wide enough to allow wheelchair access.

Disabled toilets and walk in shower/changing areas are available around school.

Our outside spaces are flat and accessed via wide, flat entrances.

# Supporting Children in Care with SEND



# North Somerset Local Offer

- North Somerset's Local Offer for Children and Families with Additional Needs can be found on their website, at

<https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer>

- As a school, we work closely with Local Authority SEND team members to ensure that we are able to provide appropriate education and support for children with SEND.
- The Local Authority set out provision that is 'Ordinarily Available' to all children within mainstream schools.



[What is SEND?](#)



[Support for parents and carers](#)



[Information for young people with SEND](#)



[Education, health and care plans \(EHCP\)](#)

## SEND Hub (Local Offer)

Welcome to the SEND Hub. This hub has lots of useful support is available in North Somerset. You can find out what offer support for SEND in the local area.

Make this hub as useful as possible.



*Where to go for more support*



# *Other relevant policies*

- You can find our policies on our school website:

<https://haywoodvillageacademy.clf.uk/policies/>

- You may be interested in:
  - Behaviour Policy
  - Attendance Policy
  - Admissions Policy
  - Health & Safety Policy
  - Safeguarding Policy
  - Medical Care policy

# Frequently Asked Questions

## How can I become involved in the life of the school?

- We welcome parents, grandparents, carers and other friends of the community to involve themselves in the school.
- This could be as a volunteer reader, helping on school trips, joining our PTFA, or becoming an Academy Councillor.
- Speak to your child's class teacher, the school office, or a member of SLT for more information.

## How will I know who my child's class teacher is?

- Class teachers are allocated within the Term 6 period.
- Parents are notified via newsletter, after children have completed one of their 'moving-up afternoon'
- Children in Reception will find out who their class teacher will be at the end of the part-time settling in period.
- We may mix classes / friendship groups to support the best opportunities for learning.

## How does my child get a 1:1?

- It is rare that children are allocated a 1:1 adult to support them during the school day.
- An EHCP may allocate funding to provide 1:1 support for some parts of the day.
- Children who need extensive adult support will be discussed with the North Somerset SEND Team for additional funding and support.

# Complaints Procedure

- Complaints around SEND concerns are handled in line with our wider complaints policy.
- Contact details are as below

**HVA Complaints Coordinator:**

**Nicki Shapiro**

**[Nicki.Shapiro@clf.uk](mailto:Nicki.Shapiro@clf.uk)**

- Our full Complaints Policy can be found on the 'Policies' section of our Academy website:  
<https://haywoodvillageacademy.clf.uk/policies/>