

*Fledge and Fly High  
to be honest  
to communicate clearly  
to be respectful  
to have confidence  
to embrace responsibility  
to support one another*



## HINCHLIFFE MILL JUNIOR & INFANT SCHOOL

**Executive Headteacher: Mr. Damien Bond**

### **SEND Report** **2025 - 2026**

<b>Document Status</b>			
<b>Date of Next Review</b>	October 2026	Full Governing Body	
<b>Success Criteria for review completion</b>	All docs read and amended as necessary.	<b>Responsibility</b>	Chair of Governors
<b>Date of Policy Creation</b>	September 2025	<b>Name</b>	James Piggott
<b>Date of Policy Adoption by Governing Body</b>  26 <sup>th</sup> November 2025 V1		<b>Signed:</b> (Governor responsible)  <b>Signed:</b> (Headteacher)	

## **Hinchliffe Mill J&I School Special Educational Needs and Disabilities (SEND) Information Report**

The Children and Families Act 2014 specifies that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how the school meets the needs of children with SEN. It will be shown on our school website.

We recognise that at some point in your child's education at Hinchliffe Mill J & I School, they may require additional support to reach their potential. There may be additional needs in the area of Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health or Sensory and/or Physical.

Regardless of the need and the length of time for which support is required, Hinchliffe Mill J & I School will endeavour to meet that need wherever possible. If this support cannot be provided by our experienced, dedicated and highly-qualified staff, then we will seek to consult external specialists. Hinchliffe Mill J & I School belongs to the Holmfirth family of schools and works closely with them on all aspects of SEND. SENCOs from the schools meet several times each year at Cluster meetings to discuss concerns and share ideas with parental consent and in a confidential setting.

### **Who has responsibility for SEND provision at Hinchliffe Mill J & I school?**

The Headteacher has overall responsibility however the school has a SENCO who ensures that the provision for children with additional needs is appropriate and is meeting their needs. Currently, the SENCO is Mrs Rebecca Guest who can be contacted via the school email: [office@hinchliffemillschool.org.uk](mailto:office@hinchliffemillschool.org.uk)

The SENCO, headteacher and class teachers meet regularly to discuss children with SEND, ensuring their individual needs are being met and resources are allocated appropriately. The Governing Body has a SEND link-governor (currently Alex Beaumont) who keeps up to date with relevant initiatives and developments in SEND and ensures that Hinchliffe Mill J & I School is compliant with all statutory duties.

### **Objectives of the School's SEND provision**

- To ensure access to a broad, balanced and relevant curriculum for all children.
- To identify children with additional needs and disabilities.
- To ensure needs of SEND children are met through the Accessibility Plan (2023-26).
- To identify the nature of the additional need or disability and to implement appropriate learning, behavioural and social skills programmes to meet that need as far as resources will allow.
- To raise the self-esteem of children with additional needs and disabilities.
- To encourage a parent/carer partnership and, with it, involvement in a child's learning.
- To promote effective liaison between staff, parents/carers and outside agencies.
- To include children in their learning journey and listen to their ideas, hopes and thoughts.
- To support staff in adapting schemes of work and provision for all children.
- To ensure continuity across all three Key Stages, from the Early Years Foundation Stage, to Key Stage One and Lower and Upper Key Stage Two.
- To ensure that SEND is represented in all aspects of school life including pupil voice and Student Council.

In developing this offer, children with SEND are understood to be those children with or without Education, Health and Care (EHC) plans who have difficulties in participating in the curriculum experiences which they could have expected to share, had the particular difficulty not existed. They will include children who have the following identified types of need:

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

The school works in line with the Code of Practice principles in that:

- we assess each child's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs.
- if special educational needs are identified, then resources are put in place to support the meeting of those needs.
- there is a recognition of a continuum of needs and provision.
- children will be given the greatest possible access to a broad and balanced education.
- liaison with the Local Authority and Health and Social Services will take place as appropriate to the needs of the child.

### **Supporting children with SEND at Hinchliffe Mill J& I School**

Children who have additional needs are supported in a number of ways:

The SENCO is actively involved in areas of transition across phases of education, ensuring that support is present for children who require it at key points. They have, together with the class teacher and headteacher, responsibility for developing additional education programmes, for monitoring their impact and for sharing information with and seeking information from parents/carers. The SENCO is also responsible for preparing for a child with SEND's entry into school be it in Reception at EYFS or an in-year move to Key Stage One/Key Stage Two, or transition from KS1 to KS2 or to high school or a move to another school.

In addition to discussions and feedback from class teachers, children and parents/carers, the impact and effectiveness of support is evaluated through monitoring the following documentation:

- Individual Education Plans (IEPs), or My Support Plans (MSPs)/Individual – Assess, Plan, Do Review (I-ADPR), or Education, Health and Care Plans (EHC) Plan are completed and reviewed at least termly with the class teacher, child and the parent/carer. These are a record of the discussion and agreement of the support that the child will be given for the specified period of time.
- End of Year Review meetings are held with the SENCO, class teacher, children and parents/carers and are formally documented.

Teachers and Teaching Assistants (TAs) are used according to the needs of children in each class. Teaching Assistants may work closely with a child/children with additional needs, whilst encouraging independence wherever possible. Teaching Assistants offer general support in class; provide small group support and individual assistance to break down barriers to learning in the classroom and promote achievement at the highest level appropriate to the needs and abilities of all children.

The level of additional support will be consistent and provided by a member of staff known to the child. This may be the class teacher or a Teaching Assistant. If this is a TA, they will work closely with the class teacher to ensure a continuity of provision and to ensure that all resources and activities are appropriate and meeting the needs of the child(ren).

Teaching Assistants participate in all educational visits supporting all children and promoting inclusion at all levels.

When relevant, bespoke 1-1 and small group interventions are planned in order to impact positively on challenging areas of learning. These could involve pre-teaching, same-day, class-based or weekly interventions.

A quiet working space is provided for all intervention work.

Our office staff and teachers agree to administer most doctor prescribed medicines and will provide support for children who self-administer.

If there are any needs that cannot be met within normal school provision, Hinchliffe Mill J& I School will endeavour to seek the support of partner agencies in developing appropriate provision for example, Speech and Language Therapy, LOCALA, CCI/SEMH Outreach teams, the Educational Psychologist or Occupational Therapy. Any referrals to outside agencies require parental consent.

At any point in a child's school journey, they can receive bespoke timetabling arrangements to meet their needs if this is deemed appropriate.

We ensure there is regular contact both formally and informally with parents/carers to ensure that there is an effective and supportive educational partnership.

All reasonable adjustments will be made to keep children safe and give individuals the best chance of success in all areas of school.

At Hinchliffe Mill J & I School, whilst additional support is planned for and provided by the class teacher or a Teaching Assistant, the Headteacher and SENCO will oversee all programmes and monitor their impact.

#### **If you have a concern about your child's learning and progress:**

- Speak initially to your child's class teacher sharing your concerns, things that are not working well and how you feel things could be made better. All staff at Hinchliffe Mill J & I School work hard to ensure that work is differentiated and planned to meet the needs of all children and we welcome parents' input into this process.
- If your concerns continue, ask to speak to the Headteacher and SENCO who will be able to share with you details of the provision in place and provide further suggestions, actions and possibilities.
- All concerns will be treated seriously and if they cannot be initially answered in school, advice will be taken from relevant outside agencies.

#### **Access to learning opportunities**

At Hinchliffe Mill J & I School, we aim to ensure that all children have access to a broad and balanced curriculum which is suitable for all our pupils. We do this by:

- Adjusting the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation' or 'adaptive teaching'.

- Adapting resources to meet individual needs, for example, coloured overlays and whiteboard pages for dyslexic children, large print worksheets for the visually impaired.
- Talking to parents and children about the best ways to ensure their needs are met.
- Ensuring our facilities are appropriate for the physical and educational needs of each child.

Staff are also trained in SEND areas; this could be in group catch-up intervention such as Little Wandle phonics; in the area of SEMH such as Social Stories; or for supporting specific children's needs, such as PECS. SEND training will be provided to suit the needs of our pupils.

**How will you prepare and support your child/young person to join Hinchliffe Mill J & I School and how will you support your child/young person to move onto the next stage of education?**

Before you apply for a place at Hinchliffe Mill J & I School, we warmly welcome you to come and visit our school and discuss your child/young person's needs and how our provision can meet them. We link closely with our feeder pre-schools and private nursery providers if children have an identified SEND prior to joining us in Reception. Additional meetings will be planned in order to ensure that needs are identified and we plan for successful transition in partnership with previous settings and parents/carers. This may include providing, prior to joining Hinchliffe Mill J & I School, the opportunity for additional visits and special resources for your child/young person. If a child is moving schools either within the year, or into a different year group, we liaise closely with the previous school in order to identify needs and plan provision. Where possible, we meet with staff and parents/carers at the previous school before the child starts with us.

Within the school, transition meetings take place between class teachers to discuss the needs of the whole class. Special consideration is paid to children with additional needs and IEPs/MSPs/I-ADPRs and EHC Plans are discussed and handed over. Children may have additional visits to their new classroom or work with new staff before the end of the summer term in order to make transition easier for them.

When children leave the school, information relating to those children with SEND is passed securely and confidentially to the new school, usually to the next Headteacher or next SENCO by our SENCO. In the case of children with an Education, Health and Care Plan (EHC Plan), transition planning starts in Year 5 at the Transition Review and continues throughout Year 6 with additional visits. Many high schools now have additional programmes to support children with additional needs in their transition. Usually, staff from the new school will be invited to planning meetings, or review meetings so parents can meet them and discuss transition. If a child is on our SEN register or has a monitoring IEP, a pupil passport or one-page profile will be created to hand over to the high school outlining how the child works best and any particular needs they have.

**How are the school's resources allocated and matched to children's special educational needs?**

- A notional SEND budget is allocated to individual schools each financial year in line with the SEND Code of Practice. This can be used to provide additional support or resources dependent on an individual's needs.
- Extra staff may be deployed as well as additional resources to support children's learning.

## **Information about the Kirklees Local Offer**

### **Children and Families Act 2014**

The Children and Families Act takes forward the Government's commitments to improve services for vulnerable children and support building stronger families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Act reforms the systems for adoption, children who are looked after, family justice and special educational needs.

The Government has changed the system for children and young people with special education needs (SEN), including those who are disabled. The Act extends the SEN system from birth to 25, giving children, young people and their parents / carers greater involvement in decisions and ensuring needs are properly met. It takes forward the reform programme set out in Support and Aspiration: A New Approach to Special Educational Needs and Disability: Progress and next steps by:

- Replacing statements and learning difficulty assessments with a new birth-to-25 Education, Health and Care Plan.
- Improving co-operation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

### **What is the Local Offer?**

The Local Offer was first introduced in the Green Paper (March 2011) to detail what local services are available to support disabled children and children with SEN and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEND as well as the options available to support families who need additional help to care for their child.

### **What does it do?**

The Kirklees Local Offer provides parents / carers with information about how to access services in their area, and what they can expect from those services. It lets parents/carers and young people know how school and colleges will support them, and what they can expect across local schools and colleges.

There are **14 questions**, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These have been answered by services, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

### **What services are available?**

We have forged some very effective links in our multi-agency approach to working to meet the needs of pupils with special educational needs. Some of the agencies we regularly work with are:-

### **Kirklees Independent Advice and Support Service for SEN and Disability (KIAS) (previously Kirklees Parent Partnership).**

The role of KIAS is to ensure that parents have access to confidential and impartial information, advice and support so they can make informed decisions about their child's special educational needs. This is achieved by working in partnership with parents, providing information, services and

training, working with relevant agencies and ensuring parents' views influence local policy and practice.

### **PCAN (Parents of Children with Additional Needs)**

PCAN are an independent, parent-led forum in Kirklees for all parents and carers of children and young people with additional needs aged from birth to 25 years. They provide lots of good information, links to social media.

### **CAMHS**

Child and Adolescent Mental Health Services - This service can be accessed following referral from a medical professional (G.P./School Nurse). SENCOs can also refer to the service directly. With parental consent, CAMHS will work with us to support children, recommending strategies for staff to use in school.

### **KKIM (Kirklees Keep In Mind)**

Kirklees Keep in Mind is a mental health support team (MHST) designed to help meet the mental health needs of children and young people in primary and secondary education. They provide mental health support across a number of schools in Kirklees providing extra capacity for early intervention and support for mild to moderate mental health issues. Previously, Northorpe Hall offered this service until 2024, when it transitioned to KKIM.

### **ChEWS**

ChEWS is the Tier 2 Child and Adolescent Mental Health Service for children and young people in Kirklees. The Service provides short term targeted interventions to children and young people who are aged 5 to 19 and whose emotional needs are impacting on their day-to-day lives.

### **Hearing impaired Service/Visually Impaired Service**

These services can be called upon to support children in educational settings who have hearing /visual impairments respectively. With consent, schools can refer to the service.

### **Speech and Language Service (S.A.L.T.)**

This service can be called upon to support children with speech, language or communication problems. With consent, schools can refer to the service. Some children are also referred via their GP or a School Nurse.

### **Educational Psychologists**

The school is supported by an Educational Psychologist, who works very closely with the SENCO. Following consent and referral, the educational psychologist assesses and supports individual pupils with special educational needs by providing parents and school staff with detailed reports and suggestions for actions based on identification of need. The Educational Psychologist is very important in contributing to statutory assessment/Education, Health and Care (EHC) Plans.

### **Occupational Therapy**

This service receives a referral from a health professional or from a SENCO, with parental consent. They explore, assess and guide provision around various physical difficulties. Often a report to school will be followed by sessions with an assistant from the service.

Various other agencies can be accessed, usually via the Early Help Assessment (E.H.A.) or Thriving Kirklees process and according to need.

For further support see the link on our school website to the Kirklees local Offer for contact details.

<https://www.kirkleeslocaloffer.org.uk>