



SEND Information Report

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Name and Title of Author:	Mrs H Reilly, Director of SEND
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What kinds of special educational needs does South Hunsley School make provision for?

South Hunsley School is a large secondary school within the Education Alliance Multi Academy Trust.

We support students with a wide range of special educational needs including: cognition and learning needs; communication and interaction difficulties; social, emotional and mental health issues and physical and sensory needs.

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever their need, is successful in achieving their own personal goals.

Where children need additional support to meet our high expectations, we will ensure they have access to appropriate reasonable adjustments, support and interventions tailored to meet their individual needs.

How does the school know if a child has special educational needs and what should I do if I think my child has special educational needs?

The school's SEND policy is accessible on the website. The SEND policy and the arrangements for supporting students with SEND are compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, January 2015.

South Hunsley School identifies the needs of students as early as possible. Concerns about a student having SEND can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the subject teacher, Head of Year or Head of Department in the first instance. If it becomes necessary to involve the SEND team, a preliminary gathering of data and information will be made, which may lead to the need for further exploration before a decision regarding additional support is made.

Student progress is closely monitored through classroom observation and marking and feedback by classroom teachers. A formal progress report is issued to parents/carers twice a year and there is also the opportunity to discuss progress with each subject teacher at the annual parents evening.

Identification of new students transferring from primary school occurs through communication, information and data sharing from primary SENDCos, class teachers, parents/carers and external agencies (if appropriate). For students already receiving extra support, the transition process may begin as early as Y5 depending on need.

On entry all students are screened for their reading & spelling ability and these results are analysed together with baseline data (SAT results and Cognitive Ability Test - CAT scores) and existing information, to implement any necessary additional support.

How does the school evaluate the effectiveness of provision for SEND pupils?

In order to evaluate the effectiveness of SEND provision, the school encourages feedback from all parties involved with students. This is a continuous process and may include a number of different

methods, where appropriate to the individual, as it is imperative to consider both the academic and holistic progress of students.

How the school evaluates the effectiveness of its provision for SEND pupils:

- Standardised testing takes place at the start and end of every academic intervention programme to measure progress.
- Assessment data, marking and feedback, regular low-stakes testing data, homework feedback.
- Teacher observations and staff liaison are used to measure progress in the mainstream classroom.
- Discussion with students
- Parental feedback.
- Subject Leader and Senior Leadership monitoring & evaluation procedure.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

- The progress of all groups is routinely analysed by the Senior Leadership Team (SLT)
- All data for students identified as SEND is analysed by the SEND department after each data collection, any students failing to meet individualised targets are discussed and any further intervention strategies are agreed on an individual basis.
- All student progress is closely monitored by department staff after each data collection.
- Annual reviews take place for students with an Education, Health and Care Plan (EHCP).
- Regular review of a student's Individual Support Plan (One Page Profile).
- An annual progress evening is held for each year group.
- The student planner forms the basis for most home-school communications including rewards and sanctions, alongside communications via Arbor.
- A small number of students may require closer monitoring which can take several differing forms thus will be tailored to the individual.

What is the school's approach to teaching pupils with special educational needs and disabilities?

SEND students are fully included in the mainstream curriculum offer at South Hunsley School and study a broad and balanced curriculum alongside fellow students who do not have identified SEND. Every student has limitless potential. We want everyone at South Hunsley to be happy, confident and successful so they can develop as individuals and achieve more than they think is possible.

- Subject teachers are responsible for ensuring all lessons meet the needs of students in their class by providing high-quality teaching.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENDCo
- Information on individual students with SEND is held electronically and is accessible to all classroom-based staff; it includes relevant information on a student's additional needs, recommended support strategies and advice and support materials for staff to use in lessons

- All students are taught in mainstream classes; there is a minimal amount of withdrawal for specialist input e.g. to attend weekly reading/spelling/dyslexia sessions, social skills groups/Emotional Literacy Support sessions/MIND sessions/SMASH

How is the curriculum and learning environment adapted for students with special educational needs and disabilities?

- Adaptive teaching and the use of differentiated learning materials by the subject teacher and departments (using specific strategies provided by SENDCo where appropriate).
- Ongoing information shared by SENDCo to Subject Leaders and whole staff to share best practice and strategies that can be used within the learning environment.
- A team of teaching assistants (TAs) work to provide in class support for identified students/groups.
- A team of pastoral colleagues engaged in supporting the ongoing and emerging needs of all students, including those with SEND.
- Additional literacy and numeracy interventions, where needed.
- Personalised learning programmes/timetables and flexibility around option choices for GCSE.
- All subject areas have ground floor access for wheelchair users.
- Specialist interventions to support emotional literacy and social skills.
- On-site facilities for students with a sensory or physical disability include specialist shower and toilet, height adjustable tables, ramps and non-slip surfacing.
- For students with sensory and/or social emotional and mental health difficulties, the school can facilitate access to The Nest.

What additional support is available for learners with special educational needs?

Support for Learning

South Hunsley School will make its best endeavours to be flexible in making arrangements for pupils with special educational needs to ensure that their ongoing and emerging needs are met through a graduated response of “assess, plan, do & review”. Dependent upon the tier of need identified, students may be offered a range of additional support to enable access to the curriculum. Some examples are as follows:

- Interventions to support reading, numeracy, spelling/Dyslexia run during form time.
- KS2 Data, along with Y7 testing of reading & spelling skills identifies the students who attend form time interventions.
- Access arrangement (EAA) testing at the end of Y9 determines who qualifies for a range of JCQ approved concessions at GCSE. There must be evidence of a history of need and provision is provided as a student’s normal way of working, for a student to be put forward for testing. Parents are informed by letter if their child has qualified for access arrangements.
- Internal exams/assessments - teaching staff have the flexibility to make arrangements as appropriate.
- Sixth form exam concessions – a reassessment of need through discussion and verification from the subject teachers is required if concessions are to continue at A level.

Support Outside the Learning Environment

SEND students can be provided with activities that provide additional support outside the classroom such as:

- Support for social times including break and lunchtimes
- Mentoring
- Key workers
- Daily soft start into school via the Nest
- Visits/off-site activities – As an inclusive school, we ensure that students with SEND take part as much as possible in all activities. We ensure that statutory obligations with regard to SEND are met, including the duties as outlined in the Equality Act 2010 around reasonable adjustments for protected characteristics.

Support for Emotional Well-being and Social Development

At South Hunsley School, we use relational approaches to enable consistent and effective ways to support students with their well-being and managing their emotions, promoting resilience to school and daily life. Students are taught a comprehensive PSHE curriculum and we provide all pupils, including those with SEND, with other personal development opportunities.

Heads of Year, alongside inclusion colleagues, support students with pastoral care and a range of specific interventions. Parents should contact the school if they have any concerns about the mental health of their child.

South Hunsley school has colleagues who are trauma trained and a member of the senior leadership team is trained as a mental health first-aider.

Support can be provided in varied forms as detailed below:

- Pastoral teams – Head of Year, Assistant Head of Year & form tutors.
- Inclusion Team - Emotional Literacy Support Assistant & Inclusion and Welfare Officer
- Mentoring
- School's Educational Psychologist
- Youth & Family Support Service (YFSS)
- Counselling
- Listen Loud
- Education Welfare Officer
- Social Skills groups
- School nurse
- The school is also working in collaboration with MIND and the NHS neurodiversity team at Hull Royal Infirmary.

Who is the school's SEND governor?

The school's SEND governor is Sue Hastie.

Who is in the SEND team?

The Director of SEND is Hannah Reilly.

The school has two SENDCOs, Jessica Behlert and Shareen Al-Shafiq.

The SEND team leader is Carol Leslie.

The SEND team can be contacted via sendenquiries@southhunsley.org.uk

The Education Welfare officer is Sarah Davis.

The school nurse is Fiona Mulhally and can be contacted via fiona.mulhally@nhs.net

South Hunsley School seeks advice and guidance from external agencies in the identification, assessment and provision for SEND students. We pride ourselves on strong working relationships that enable us to fully support our SEND students.

Referrals can be made to the following when necessary:

- Educational Psychology Service (01482 - 394000)
- Inclusion Practitioners (01482 - 394000)
- Early Help support services (01482 305770)
- Child & Adolescent Mental Health Service (CAMHS) (01482- 303810)
- Speech & Language Therapy Service (01482-692929)
- Physiotherapy (01482- 458809)
- Occupational Therapy (01405-608233)
- Sensory & Physical Support Service (SaPTS) (01482-394000)
- Social Services (01482 395500)

In cases where a child is working with an external agency, focused meetings will be arranged with the appropriate service. Parents will be invited to and informed about any meetings held concerning their child.

What training have staff supporting special educational needs had and what is planned?

All staff in school have access to relevant SEND focused internal and external training opportunities. The Director of SEND and SENDCOs work with colleagues across the trust to network and share best practice. Colleagues in SEND are appropriately qualified and trained to recognise unmet needs. External professionals are involved, where required, to provide appropriate advice and guidance. The SENDCO will cascade necessary training and/or arrange for external professional training where necessary.

Ongoing training for staff is organised in line with trust policy, however if a student's needs stipulate that specific staff training is required, this will be put in place e.g. certain staff may require training in

manual handling in line with a specific disability or mobility need. The SENDCO, along with other senior leaders, ensures that training opportunities are matched to school development priorities.

How will equipment and facilities to support students with special educational needs be secured?

How accessible is the school?

South Hunsley School may provide the following additional resources for students with SEND:

Transition

SEND students will have the opportunity to have additional visits to enable them to feel comfortable and supported during their transition to secondary school. This aims to allow students to familiarise themselves with the school and staff they will be working with. The SEND team also visit the feeder primary schools to meet students in their primary setting.

Break and Lunchtime support

For pupils with sensory needs or communication and interaction difficulties, support can be provided in The Nest. Access to The Nest during unstructured times gives SEND students the opportunity to liaise with pupils and staff in a small and friendly environment.

Teaching Assistants

Students on the SEND register who receive external funding may be allocated support from a teaching assistant. This is dependent upon the individual needs of the student and may be allocated on a ratio basis in the classroom. Teaching assistants work closely with the child and support teaching colleagues to meet the academic needs of the student in the classroom.

The Nest

The Nest is a bespoke facility within school that provides short-term, time-limited, respite for individuals that require additional support due to their social, emotional and mental health needs. The focus of The Nest is to enable the student to regulate and return to lessons ready to learn. The aim is to raise the self-esteem of the individual in a caring and positive atmosphere, enabling the student to create a network of peers and staff that encourage them throughout their academic studies.

The Nest works with SEND students who are referred for support, providing skills and strategies that enable them to re-engage with learning.

Physical Environments

- All main buildings have ramped access and accessible toilet facilities.
- There is a lift to the first floor in the Riding building and the Kingston building.
- Most classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics.
- A personal care / treatment room in the Humber building is also used for physiotherapy sessions, alongside the school fitness suite where appropriate.

- Specialist equipment is accessed through the relevant agency e.g. SaPTS for students with visual or auditory impairment or a physical disability.
- There are accessible parking bays in both school car parks, including at the front of school close to the main reception area.

Assistive Technology

Where necessary, South Hunsley School provides access to laptops and other assistive technologies. These are issued on a need-led basis to support students with temporary or long-term physical needs.

Access Arrangements

An identification of SEND does not result in automatic exam access arrangements. The process of exam access arrangements is governed by the Joint Council for Qualifications (JCQ) and the Awarding Body has to agree to the access arrangement on application. Students are assessed by their normal way of working in the classroom, their history of need and other appropriate evidence. If the student is identified as requiring access arrangements, the SEND Department will coordinate information and refer to the qualified assessor, where appropriate. The Exams Officers are informed of the exam access arrangement assessment outcome. Students and parents are notified of the request for exam access arrangements, the outcome of any approved exam access arrangements and any changes to those arrangements.

More details of exam access arrangements can be found at <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Transport

The Local Authority Transport Department coordinates travel arrangements for specific pupils with SEND. The transport team can be contacted by telephoning (01482) 393939.

How are students consulted about their special educational needs and involved in their education?

All students with an EHCP are invited to attend and participate in their annual review. They also attend a preliminary meeting prior to the main review meeting to discuss their support arrangements in a 1:1 setting.

Students accessing interventions are routinely consulted at the start & end of an intervention

Students work with form tutors and year leaders to review progress and set targets following each data collection

The Inclusion Team works on a 1:1/small group basis with identified students to support socially, emotionally and academically as appropriate.

What do I do if I have a concern or complaint about the SEND provision made by the school?

South Hunsley school values positive working relationships with parents. Should a problem arise, please contact the Head of Year in the first instance or if it is more appropriate then parents/carers are encouraged to discuss their concerns with either SENDCO or the SEND team leader.

Information relating to our complaints procedure is available on the school website.

How does the academy involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of students with special educational needs and supporting the families of such students?

The SEND Governor & SLT review inclusion plans through the school's monitoring and evaluation process. South Hunsley School works with a range of external stakeholders and agencies, as detailed previously in this report, in order to provide support for SEND pupils and their families.

Where does the school signpost parents or SEND students to in order to access additional support?

The SEND East Riding Local Offer contains all relevant information on all services and providers that support parents of students with SEND. The local offer can be accessed here: <http://eastridinglocaloffer.org.uk/> Any queries regarding this website should be addressed to the FISH Team on 01482 396469

Relevant school professionals to discuss additional support would be: members of the SEND team, Head of Year, Assistant Head of Year or form tutor if the student is already attending school

Contact numbers for routine services are listed above.

How will the academy support SEND students throughout key transition phases in their education?

South Hunsley School has established transition processes at each stage from Year 6 to 13. SEND pupils have support tailored to their individual needs, where required. Transitions such as moving into school, moving between classes, moving between key stages and into post 16 education are all considered. Examples of additional transition support are below:

KS2/3 Transition

Well established and routine links with all feeder primary schools ensures appropriate support arrangements. In addition to the standard induction day transition arrangements may include:

- Transitional annual review (if the student has an EHCP)
- Additional visits
- South Hunsley staff visiting the primary school

KS3/4Transition

- Transitional annual review (if the student has an EHCP)
- Staff guidance re appropriate option choices
- Exam concession testing (if appropriate)

- Professionals involved attend Annual reviews for students with an EHCP
- Careers guidance
- Open evenings

Post 16 Transition

- Transitional annual review (if the student has an EHCP)
- Guidance on subject choice
- CEIAG work in school
- Collaboration with outside agencies where appropriate
- Liaison with college / sixth form
- Taster days
- Exam concession testing (if appropriate)

Where can I find details of the local authority's local offer?

For details of the local authority's local offer go to: <http://eastridinglocaloffer.org.uk>