

SEND PARENT MEETING Autumn 2025

WELCOME AND THANK YOU FOR JOINING
US.

INTRODUCTIONS

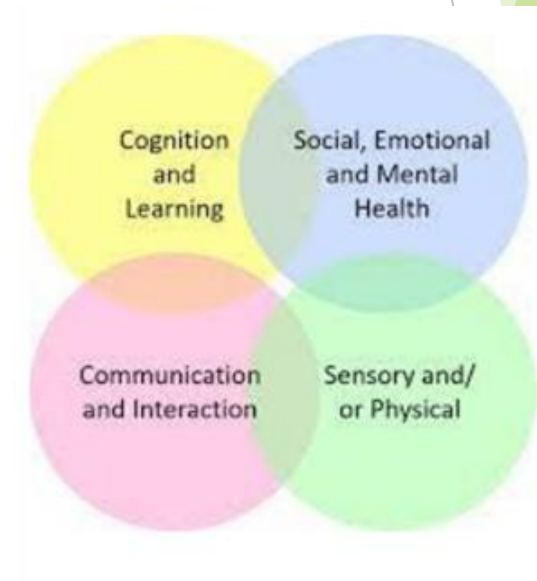
←SENDCos: Mrs Williams

←SEND Governor: Mrs Grayshan

←ISAT - Kelly Ottowell

SEND

- ← SEND stands for Special Educational Needs and Disabilities.
- ← If your child has SEND, it means that your child is having ongoing difficulties and action needs to be taken to support them that is **additional to or different from** the support given to other pupils in your child's class.
- ← Your child may have some difficulties in one or more areas:
 - ← □ Cognition and Learning
 - ← □ Communication and Interaction
 - ← □ Social, Emotional and Mental Health
 - ← □ Physical and/or sensory



HOW ARE CHILDREN WITH SEND IDENTIFIED?

- ← All pupils learn at different speeds.
- ← Children who are not meeting age related expectations are identified, monitored and supported.
- ← Teachers will share any concerns at meetings with parents/carers.
- ← If concerns persist, teachers inform the SENDCo.
- ← Your child's progress will be monitored by the class teacher, targets set and further support put in place through a Pupil Profile or via small group provisions.
- ← If little or no progress is made despite the support in place, the class teacher and the SENDCo will meet with you and, with your consent, your child will be placed on the SEND register at 'SEN Support'.

SEND REGISTER

- ← A child has Special Educational Needs if he/she is experiencing a greater difficulty in learning in one or more area, than the majority of children of the same age.
- ← Placing a child on the SEN register is a positive step towards supporting their needs.
- ← The aim of the register is to highlight those children who need extra help or additional support to ensure their progress is carefully monitored. This is a joint process between home and school.
- ← The SEND register is regularly updated.

OUR SEND OFFER

- ← **Universal Provision** - for all - different ways of teaching (practical, audio, visual, etc), high expectations for all pupils, building upon previous knowledge (sticky!), providing adapted resources (differentiation). Quality First Teaching.
- ← **Intervention (Targeted Provision)** - for children with specific gaps in area of learning - group or individual sessions run by Teacher or TA.
- ← **Higher Needs Provision** - for children who need specialist provision from outside agencies - Speech and Language Therapy, Behaviour Support Service, Autism Outreach, Educational Psychologist, ISAS, etc. Parents would be contacted and invited to talk with SENDCo and Class Teacher before these happen.

PUPIL PROFILES/INDIVIDUAL EDUCATION PLANS

- ← Teachers and SENDCos write Pupil Profiles/IEPs together looking at the needs of the children.
- ← Targets are SMART (Specific, measurable, achievable, relevant and time-based).
- ← Pupil input.
- ← Parental input.
- ← Teachers review targets as appropriate and at least termly.

EHCP - EDUCATION HEALTH CARE PLAN

- ← **EHCP** - for children who have more **complex** and **lifelong** needs - application for needs assessment through the Local Authority where the child resides. If the LA agree to assess they seek further advice from the school and any other professionals who may be involved with the child. This information will go to panel and will either result in the LA writing a draft EHCP or refusal to issue an EHCP. Parents can appeal this decision or reapply after 6 months.
- ← School are required to show how we have already used Targeted Provision and Higher Needs Provision over a **period of time** with no progress still being made.



EHCP - EDUCATION, HEALTH, CARE PLAN

- ← An EHCP outlines the child's education and health needs, sets out personalised targets for the child to work towards and the provision required to meet those needs and achieve the outcomes. The school receives funding from the LA to support the provision.
- ← EHCPs are reviewed at least once a year. These meetings give all involved, including the child, a chance to review the child's needs, targets and provision.
- ← Y5/6 annual reviews are particularly important as they involve decision making regarding secondary transition.

PARENTAL SUPPORT

- ← School are always here to give you support if/when you need it.
- ← Working together with your child.
- ← Local Offer <https://www.localoffer.derbyshire.gov.uk/home.aspx>
- ← Website <https://www.hullandprimaryschool.co.uk/send/>
- ← Future parent SEND meetings
- ← Drop in sessions

Improvements we are making:

- ▶ Calmer environment - hessian displays to reduce visual load
- ▶ Streamlined TA's - To support all children where they needed most
- ▶ Reasonable adjustments for all children that need it.
- ▶ Visual timetable
- ▶ Inclusive language for all
- ▶ Autumn 2 - Lunchtime club with Mrs Williams, the use of technology in school, adaptive teaching and scaffolds for children.

QUESTIONS

- ← Any questions? Please feel free to ask us questions now, or individually.
- ← Resources.
- ← Suggestions for future sessions.

Thank you!