

Howes Community Primary School



SEND Information Report

November 2025

Contents

1	INTRODUCTION	4
2	WHAT TYPES OF SEN DOES HOWES PROVIDE FOR?	4
3	WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?	6
3.1	DEPUTY HEADTEACHER, INCLUSION LEAD AND SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)	6
3.2	HEADTEACHER	7
3.3	CLASS TEACHERS	7
3.4	TEACHING ASSISTANTS (TAS)	8
3.5	EXTERNAL AGENCIES AND EXPERTS	9
4	WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?.....	10
5	HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEN SUPPORT?	11
6	HOW WILL THE SCHOOL MEASURE MY CHILD’S PROGRESS?	12
7	HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD’S EDUCATION?	15
8	HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?	16
9	HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?	17
10	HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?.....	20
11	HOW WILL THE SCHOOL EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?	20
12	HOW WILL RESOURCES BE SECURED FOR MY CHILD?	20
13	HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON’T HAVE SEND?	21
14	HOW WILL THE SCHOOL SUPPORT MY CHILD’S MENTAL HEALTH, EMOTIONAL AND SOCIAL DEVELOPMENT?	22
15	WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?	23

16	WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?	24
17	WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?	24
18	WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?.....	25
19	GLOSSARY	26

1 Introduction

Howes Community Primary School is an inclusive school, who believe that every child is entitled to an appropriate education which is sufficiently challenging, broad enough to be fulfilling and enables every child to be the best they can be. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the SEN Code of Practice 2014. [Click here for more information.](#) Our school's definition of SEND is "Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies".

Howes Community Primary School has a Hearing Resource Base attached, that provides specialist education for up to 13 children aged 4-11, with significant hearing loss who require intensive language development and sign language support. The base is an integral part of school and children attend mainstream classes every afternoon. The Hearing Resource base is part of the Coventry SEND Support Service, Sensory Team. For more information see <https://www.coventry.gov.uk/coventry-send-support-service/sensory-team/5>.

This SEN Information Report describes the provision we offer at Howes Community Primary School and the support available to our families.

2 What types of SEN does Howes provide for?

Howes Community Primary School provides for children with all four broad areas of need, as identified by the Code of Practice 2014, ensuring reasonable adjustments are made.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others.

Children and young people with cognition and learning needs, learn at a slower pace than their peers, even with appropriate adaptations.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These

may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviours.

Sensory needs include physical disabilities such as hearing and vision impairments.

Examples of need include:

Area of need	Condition
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Global Learning Delay
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties such as anxiety or depression, self-harming
	Attachment disorder
	Trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3 Which staff will support my child, and what training have they had?

3.1 Deputy Headteacher, Inclusion Lead and Special Educational Needs Co-ordinator (SENCO)

Our SENCO is Mrs Melanie Walters.

Mrs Walters is an experienced classroom teacher and a member of the Senior Leadership Team. As Deputy Headteacher, she leads on inclusion across the school, overseeing provision for pupils with Special Educational Needs and Disabilities (SEND), those eligible for Pupil Premium Grant (PPG), Looked After Children (LAC), and pupils with English as an Additional Language (EAL).

She holds the National Award for Special Educational Needs Coordination (NASENCO) and regularly attends training to ensure that the school's practice remains current and effective. Mrs Walters works closely with a range of external specialists who provide expert advice and direct support, ensuring that all pupils receive the tailored provision they need to thrive.

Mrs Walters is responsible for all SEND provision across school and she will:

- Positively promote and oversee the day-to-day operation of the school's policy for SEND.
- Work collaboratively with pupils, parents, staff and governors to ensure the most appropriate interventions and outcomes for those pupils identified as having SEND.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Coordinate specific provision for children with SEND.
- Liaise with external agencies including the LA's support, Early Years providers, educational psychology services, health, social services and voluntary bodies.
- Monitor the progress and attainment of all pupils with SEND.
- Contribute to the professional development of all staff.
- Organise and monitor SEND resources, advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advise staff, parents and governors on the graduated approach to providing SEND support.
- Support staff in early identification.

- Maintain the Special Educational Needs Register
- Support planned transitions by liaising with potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Be familiar with the provision in the Local Offer and the professionals who are providing a supporting role to families.

You can contact Mrs Walters by phoning school on 024 76411711 or emailing admin@howes.coventry.sch.uk

3.2 Headteacher

Our Headteacher is Mrs Zoe Cook. She is responsible for leading the school and the day-to-day management of all aspects of the school and is responsible for ensuring that your child's needs are met. She works closely with the Governing Body, ensuring they are kept up to date about school. Alongside the Governing Body and in conjunction with the SENCO the Headteacher has responsibility for allocating the SEN budget. If you would like to contact the Headteacher please either email or telephone school.

3.3 Class Teachers

All teachers at Howes Community Primary School are experienced classroom practitioners with a strong understanding of how to support children with Special Educational Needs and Disabilities (SEND). They are well supported by the SENCO to ensure that the needs of all pupils with SEND are effectively met. When additional expertise is required, the SENCO consults with relevant external specialists to seek tailored advice and guidance.

Our staff receive regular in-house training on SEND practices, as well as training delivered by the Coventry SEND Services Team. This ongoing professional development ensures that our approach remains consistent, evidence-based, and responsive to the needs of our pupils.

All teaching staff are trained in a range of specialist strategies and approaches, including:

- Team Teach (positive behaviour support and de-escalation techniques)
- Emotion Coaching (supporting emotional regulation and resilience)
- Autism Awareness
- Precision Teaching (targeted intervention for specific learning needs)

This comprehensive training ensures that our staff are well-equipped to deliver high-quality, inclusive education for all learners.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Early identification of pupils with SEN.
- Ensuring they follow this SEND policy and the SEN information report.
- Work with the Inclusion Lead and external agencies, providing reports when necessary.
- Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

3.4 Teaching Assistants (TAs)

At Howes Community Primary School, we are proud to have a dedicated team of both part-time and full-time Teaching Assistants (TAs), who play a vital role in supporting the learning and wellbeing of our pupils. Our TAs are experienced classroom practitioners, and those new to the school receive comprehensive induction and training to ensure they are well-prepared for their roles.

Most of our TAs hold a Level 3 qualification and are actively encouraged to pursue further professional development. All TAs receive regular in-house training, as well as specialist training delivered by the Coventry SEND Services Team. Recent training has included areas such as autism awareness, behaviour management strategies, Team Teach, and speech and language support.

Each class benefits from TA support every morning, and in classes where pupils have more significant SEN needs, additional TA support is provided in the afternoons. We also have two Higher Level Teaching Assistants (HLTAs) and specialist SEN TAs who work across the school to provide targeted support for children with additional needs.

Our Early Years Foundation Stage (EYFS) setting is further supported by a qualified Nursery Nurse, ensuring our youngest learners receive high-quality care and education.

To support pupils with social, emotional, and mental health (SEMH) needs, we have a dedicated Learning Mentor and a Dog Mentor, who work with individuals and small groups to promote emotional wellbeing and resilience.

3.5 External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- NHS Speech and language therapists
<https://www.coventrychildrensslt.co.uk/>
- Pepper Therapy Speech and language therapists
<https://www.peppertherapy.co.uk/>
- SEND Early Years Support Service
<https://www.coventry.gov.uk/coventry-send-support-service/send-early-years-team>
- Educational psychologists
<https://www.coventry.gov.uk/educational-psychology/educational-psychology-service>
- Complex Communication Team
<https://www.coventry.gov.uk/coventry-send-support-service/complex-communication-team>
- Social, Emotional, Mental Health and Learning team (SEMH&L)
<https://www.coventry.gov.uk/coventry-send-support-service/semh-learning-team>
- Sensory Team
<https://www.coventry.gov.uk/coventry-send-support-service/sensory-team>

- The Keys
<https://www.coventry.gov.uk/coventry-send-support-service/keys>
- Statutory Assessment Team
<https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer/statutory-assessment>
- Occupational therapists
<https://www.covkidsot.co.uk/>
- School nurses
<https://www.healthforkids.co.uk/coventry/coventry-school-nursing-team/>
- Child and adolescent mental health services (CAMHS)
<http://www.nhs.uk/NHSEngland/AboutNHSservices/mental-health-services-explained/Pages/about-childrens-mental-health-services.aspx>
- Rise and Mind Mental health services
<https://cwrise.com>
- Early Help Team and Family Hubs
<https://www.coventry.gov.uk/earlyhelp>
- Virtual School
<https://www.coventry.gov.uk/virtual-school>
- Ethnic Minority Achievement Service
<https://www.coventry.gov.uk/emas>
- Voluntary sector organisations
- GPs or paediatricians
- Social services and other LA-provided support services
- Education welfare officers

4 What should I do if I think my child has SEN?

At Howes Community Primary School, we believe that a positive home – school relationship is essential to every child’s success and well-being. Therefore, we encourage all our parents to communicate with school and we have an open door policy. If you have any concerns regarding your child’s SEND, please make contact.

If you think your child might have SEN, the first person you should speak with is your child’s class teacher. This can be done at parent consultation meetings, by arranging a separate meeting with your child’s teacher at any time, by telephoning school or	We will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.	If we decide that your child needs SEN support, we will formally notify you in writing and your child will
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<p>by sending an email to admin@howes.coventry.sch.uk</p> <p>They will pass the message on to our SENCO, Mrs Walters who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly to request a meeting by telephoning school on 02476411711, emailing admin@howes.coventry.sch.uk</p>	<p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>be added to the school's SEND register.</p>
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Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

5 How will the school know if my child needs SEN support?

All class teachers have a strong understanding of special educational needs and are committed to early identification and support. Rigorous Pupil Progress Meetings are held termly with the Senior Leadership Team (SLT), where teachers present high-quality, accurate formative assessments. These meetings help identify any pupils who are not making expected progress in reading, writing, or mathematics. In addition, class teachers meet regularly with the Special Educational Needs Coordinator (SENCO) to discuss any pupils whose academic or social development is a concern. This collaborative approach ensures timely and appropriate interventions are put in place.

At our school, high quality, inclusive teaching that is appropriately differentiated and personalised is the first step in responding to pupils who may have special educational needs (SEN). When a teacher identifies that a pupil is not making expected progress towards age-related expectations, they will investigate to determine whether there are any gaps in the pupil's learning. If such gaps are identified, targeted support or additional tuition is provided to address these areas. In many cases, pupils without SEN make rapid progress once these gaps are effectively addressed.

If a pupil continues to make less than expected progress despite high-quality teaching and targeted support, the class teacher will consult with the SENCO and complete an internal referral form. This form outlines the teacher's concerns, the specific needs identified, the interventions already implemented, and the outcomes of those interventions.

Following the referral, the SENCO will observe the pupil both in the classroom and during other parts of the school day to gain a comprehensive understanding of their strengths and areas of difficulty. The SENCO will also meet with the class teacher to discuss any changes in the pupil's progress, attainment, or behaviour, and compare their development with that of their peers and national expectations.

Parents and carers will be contacted by the SENCO to discuss the concerns raised, share observations, and gather their views. Where appropriate, and if the pupil is of an appropriate age, the SENCO may also speak directly with the pupil to understand their perspective. In some cases, with parental consent, the SENCO may seek advice from external professionals such as speech and language therapists, educational psychologists, or paediatricians.

Based on all the gathered information, the SENCO will determine whether the pupil requires SEN support. Parents will be informed of the outcome in writing. If SEN support is deemed necessary, the pupil will be added to the school's SEN register. The SENCO, class teacher, and parents will then work collaboratively to develop a personalised SEN Support Plan, which may take the form of an Individual Education Plan (IEP) or a My Support Plan (MSP), depending on the level and complexity of need.

6 How will the school measure my child's progress?

At Howes Community Primary School, we carry out rigorous and robust progress checks throughout the academic year to ensure all pupils are on track and to identify any emerging needs early.

In the Early Years Foundation Stage (EYFS), baseline assessments are completed within the first six weeks of a child starting school. These include a language assessment to support early identification of communication needs. This language assessment is repeated at least annually for all children in Key Stage 1 and more frequently for those receiving speech and language interventions.

In Key Stage 1, phonics assessments are conducted every six weeks to monitor early reading development. Across Years 1 to 6, all pupils complete annual standardised assessments to determine their spelling and reading ages. Additionally, progress in reading, writing, and mathematics is formally assessed each term using standardised tests alongside teacher judgements.

For pupils identified with special educational needs, further standardised assessments may be used to pinpoint specific gaps in learning. These assessments help inform the school's graduated approach of *Assess, Plan, Do, Review*, ensuring that support is tailored and responsive to each child's needs.

Additional assessments may include:

Speech Language and Vocabulary Tests:

- WellComm
- British Picture Vocabulary Scale 3

Reading Comprehension and Decoding Tests:

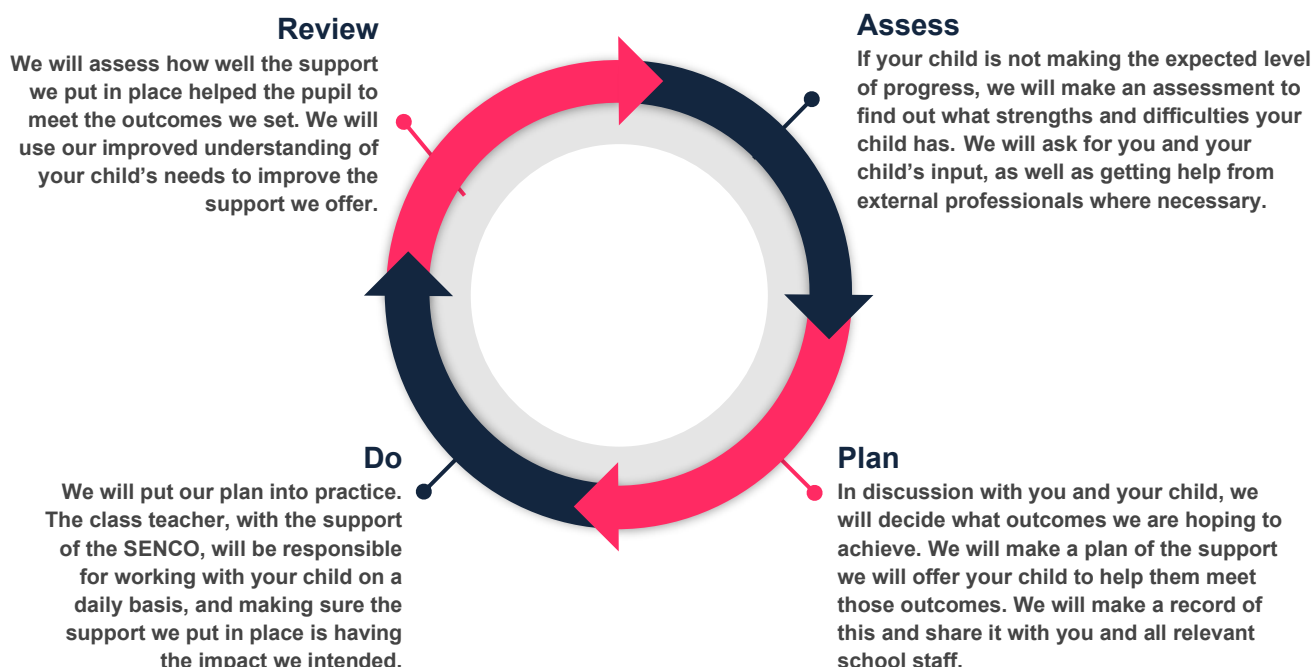
- The GORT 5
- Diagnostic Reading Assessment
- YARC
- PhAB (GLA Version 2) Phonological Assessment Battery 2 (PhAB2)
- Pearson Dyslexia Screen

Other screenings may include:

- Goodenough draw- a -man
- Memory Magic Assessment
- Spelling test
- Sandwell Maths Test

All SEN intervention will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **Assess, Plan, Do, Review**.



As part of the planning stage of the graduated approach, specific and measurable outcomes will be identified for your child to work towards. These outcomes will be recorded in either an Individual Education Plan (IEP) or a My Support Plan (MSP), depending on the level of need.

IEPs are developed by the class teacher with support from the SENCO and include personalised targets, as well as any recommendations or strategies provided by external professionals involved in supporting your child.

For pupils with more complex or multi-agency needs, an MSP may be created. This is a more detailed document, coordinated by the SENCO in collaboration with parents/carers, the class teacher, and all external agencies involved. Input from an Educational Psychologist is often included to ensure a comprehensive understanding of the pupil's needs and the most effective strategies for support.

Each time an intervention is implemented, a baseline assessment is carried out to establish your child's starting point. This allows us to measure the impact of the intervention by tracking progress over time. We continually monitor your child's development against the agreed outcomes and adapt our approach based on what proves most effective for them.

This process is ongoing. If a review shows that your child has made sufficient progress, they may no longer require additional SEN support. For others, the graduated approach will continue, with targets, strategies, and provisions being reviewed and refined regularly.

In cases where a child has very complex needs, or where expected progress is not made despite targeted and sustained support, the school or parents may request an Education, Health and Care (EHC) needs assessment. This is a statutory process that may lead to the creation of an Education, Health and Care Plan (EHCP).

The SEN register is a dynamic document and is reviewed termly by the SENCO to ensure it accurately reflects the needs of all pupils receiving SEN support.

7 How will I be involved in decisions made about my child's education?

At Howes Community Primary School, we highly value our partnership with parents and carers and are committed to keeping you informed about your child's progress throughout the year.

Formal parent consultation meetings are held in the Autumn and Spring terms, with a written report provided in the Summer term. These reports will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Outline the support in place to help your child achieve them
- Clarify the roles of the school, the parent/carers, and the child in working towards these goals

Parents and carers are welcome to request additional meetings with the class teacher at any time.

For children on the SEN register, an Individual Education Plan (IEP) is reviewed and updated each term. A copy of the IEP is sent home enabling you to support your child with their targets. At the end of each cycle, we invite your feedback to help inform the next steps in your child's support.

If your child has a My Support Plan (MSP), you will be invited to a termly review meeting with the SENCO, class teacher, and any external

professionals involved. This collaborative meeting helps to evaluate progress and plan the next stage of support.

For children with an Education, Health and Care Plan (EHCP), an annual review meeting is held in addition to the above, ensuring that the plan remains relevant and effective.

You are welcome to request a meeting with the SENCO at any time. We recognise that you are the expert on your child's needs and aspirations, and we are committed to working closely with you to ensure the best possible outcomes. Your insights help us understand how our support is impacting your child both in and out of school.

If your child's needs or circumstances change, we encourage you to let us know as soon as possible so we can adjust our provision accordingly. Following any discussion, we will record agreed actions and outcomes, share this with relevant staff, and provide you with a copy for your records.

8 How will my child be involved in decisions made about their education?

At Howes Community Primary School, we value every child's voice and believe that all pupils have the right to be heard. We actively encourage children to take ownership of their learning and to be involved in decisions that affect them. The level of involvement is tailored to each child's age and stage of development.

Children's views are specifically sought ahead of My Support Plan (MSP) and Education, Health and Care Plan (EHCP) review meetings. Where needed, children are supported to express their views by a parent, carer, or a familiar adult in school.

Pupil voice is also considered during the planning and target-setting process. Teachers regularly listen and respond to children's feedback, using both informal conversations and more structured approaches where appropriate.

We may gather your child's views in a variety of ways, including:

- Attending meetings to discuss their progress and outcomes
- Preparing a presentation, written statement, drawing, video, or other creative expression

- Sharing their thoughts with a trusted adult who can represent them in meetings
- Completing a pupil voice survey

This approach ensures that children feel valued, empowered, and actively involved in shaping their own educational journey

9 How will the school adapt its teaching for my child?

At Howes Community Primary School, we are committed to ensuring that all children, including those with special educational needs, are fully included in every aspect of school life. We actively promote participation in the wider life of the school, and children with SEN are encouraged and supported to take part in all activities, including community and sporting activities.

High-quality, inclusive teaching is the foundation of our approach to supporting all learners. Our teachers have the highest expectations for every pupil and are skilled in building on what each child already knows, understands, and can do. Class teachers are responsible and accountable for the progress and development of all pupils in their class and work closely with the Senior Leadership Team to ensure access to a broad and balanced curriculum throughout each year group.

To meet the diverse needs of our pupils, we adapt our teaching methods and curriculum delivery on a case-by-case basis. There is no 'one size fits all' approach. Adaptations are tailored to ensure they are meaningful and effective for each individual child.

These adaptations may include:

- Differentiating the curriculum through grouping, one-to-one support, or by adjusting the content and delivery of lessons
- Providing additional processing time, pre-teaching key vocabulary, or reading instructions aloud
- Adapting resources and staffing to meet specific needs
- Using recommended aids such as laptops, coloured overlays, visual timetables, or large print materials
- Providing targeted support from teaching assistants, either one-to-one or in small groups, when appropriate

This personalised approach ensures that all pupils, regardless of need, are supported to achieve their full potential.

Specific adaptations may include:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic strip conversations Emotion Coaching TEACCH workstation Social skills groups Autism awareness Communication friendly classrooms
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlay
	Moderate learning difficulties	Adaptive curriculum
	Severe learning difficulties	Adult support
Social, emotional and mental health	ADHD, ADD	Quiet workstation Communication friendly classrooms

Area of need	Condition	How we support these pupils
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	HRB BSL
	Visual impairment	Communication friendly classrooms
	Multi-sensory impairment	
	Physical impairment	Disabled access to all areas of school Disabled toilets

We may also provide the following interventions:

- Precision Teaching
- Language Link
- ReadingWise
- Phonics
- Memory Magic
- Boomerang
- Social Skills groups
- Nurture groups
- EAL
- Reading Buddies
- Handwriting groups
- Speech and language
- Writing groups
- IEP/MSP/EHCP target time

All formal interventions are monitored using a termly provision map.

These interventions are part of our contribution to Coventry's local offer.

10 How does the school support pupils with disabilities?

At Howes Primary School, we adhere to the requirements, as per the Equality Act 2010, to make reasonable adjustments for any child who has specific long or short term health needs or a disability. This might include exploring the scope for and following recommendations about physical adaptations to the school or curriculum, providing access for pupils with disabilities.

Our Access Plan sets out how we aim to improve access to:

- the curriculum for disabled children and young people
- school buildings
- information

Our Equality Policy and Equality Objectives demonstrate how we comply with the Public Sector Equality Duty.

View the [School Accessibility Policy](#) and [Single Equality Scheme](#)

View Coventry Accessibility Strategy [here](#).

11 How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of termly interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care Plan)

12 How will resources be secured for my Child?

At Howes Community Primary School, we are committed to ensuring that every child has the resources and support they need to access learning effectively. Where a child's needs require additional provision, we may need to secure:

- Extra equipment or specialist facilities
- Increased teaching assistant support
- Further training for staff
- Input from external specialists

In such cases, we will consult with relevant external agencies to gain expert recommendations on how best to support your child. All agreed resources and support will be clearly outlined in your child's SEN Support Plan.

The school is able to fund up to £6,000 of additional provision from its delegated SEN budget. If your child's needs exceed this threshold, we may apply for additional funding through an Education, Health and Care Plan (EHCP), or through the Virtual School if your child is looked after.

13 How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Howes Community Primary School is a fully inclusive school where no learning opportunity is restricted. We are committed to ensuring that no pupil is ever excluded from participating in any activity because of their special educational needs or disability. We make all reasonable adjustments necessary to ensure every child can be included.

All extra-curricular activities and school visits, including before and after-school clubs, are open to all pupils. We actively encourage all children to take part in school trips, including residential visits, and ensure that appropriate support is in place to make these experiences accessible and enjoyable for everyone.

We also promote inclusive participation in sports and physical activities. Pupils with SEN are encouraged to take part in all sporting opportunities, and we provide additional chances for achievement through specialised SEND sports events.

14 How will the school support my child's mental health, emotional and social development?

At Howes Community Primary School, we are committed to supporting the mental health and emotional wellbeing of all our pupils. We believe that a child's emotional and social development is just as important as their academic progress.

Each class has a dedicated weekly PSHE (Personal, Social and Health Education) lesson, delivered through the Jigsaw Scheme. These lessons provide opportunities for pupils to reflect, discuss, and develop the knowledge and skills they need to lead happy, healthy lives. (For more information, please see our PSHE policy on the school website.)

We also offer additional wellbeing support through our Learning Mentor and Dog Mentor, who work with individuals and small groups to address specific emotional needs or to help develop social and communication skills.

For children with more complex emotional or mental health needs, we work closely with a range of external professionals and services, including:

- Educational Psychology Service (EPS)
- Social, Emotional and Mental Health (SEMH) and Learning Team
- Complex Communication Team
- Child and Adolescent Mental Health Services (CAMHS)
- Mental Health School Team (MHST)
- Speech and Language Therapy
- Occupational Therapy
- Sensory Support Services

We take a holistic approach to education, ensuring that all children have opportunities to grow socially and emotionally. This includes:

- Encouraging pupils with SEN to take on leadership roles such as School Council representatives, Sports Leaders, and Coventry Young Ambassadors
- Providing additional pastoral support to ensure the voices of pupils with SEN are heard and valued

- Offering nurture groups and social skills interventions for pupils who need extra support in developing friendships and emotional resilience
- Addressing all incidents of bullying promptly and effectively (please refer to our Anti-Bullying Policy and Child-Friendly Anti-Bullying Policy for more information)

For further details, please refer to our Emotional Health and Wellbeing Policy, available on the school website.

15 What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Howes Community Primary School, we understand that moving to a new class or school can be a time of anxiety for children and their families. We are committed to making all transitions as smooth and reassuring as possible.

For children with SEND, transition arrangements are discussed with parents and carers during the summer term. All pupils have the opportunity to meet their new class teacher and spend time in their new classroom before the end of the academic year. Where needed, additional transition support is provided based on individual needs. This may include:

- Extra visits to the new classroom
- Time spent with the new teacher or support staff
- Visual or written transition materials to take home over the summer

Staff also hold transition meetings to ensure that all relevant information, including assessments, targets, and support strategies, is shared with the next class teacher. This ensures continuity of support and a strong understanding of each child's needs.

When a pupil is moving to a new school, we arrange transition meetings with the receiving school and share detailed information about the child's needs. Where appropriate, we support visits to the new setting to help the child become familiar with their new environment.

For pupils transitioning to secondary school, the Inclusion Lead meets with the secondary school's Inclusion Lead or SENCO to discuss the child's individual needs. Transition arrangements are then tailored to the level of support required. Pupils may be supported to prepare for this change by:

- Practising with a secondary school-style timetable
- Developing independent organisation skills
- Addressing any gaps in learning to support a confident start

16 What support is in place for looked-after and previously looked-after children with SEN?

At Howes Community Primary School, we are committed to supporting the needs of all pupils, including those who are looked-after or previously looked-after. As Deputy Headteacher responsible for Inclusion, Mrs Walters is the designated teacher for these pupils. She ensures that all staff understand how a child's care experience and any special educational needs may interact, and what this means for their teaching and learning.

Children who are looked-after or previously looked-after receive the same high-quality SEN support as any other pupil with additional needs. In addition, looked-after children have a Personal Education Plan (PEP), which is reviewed regularly. We ensure that the PEP is aligned with any SEN Support Plans or Education, Health and Care Plans (EHCPs), so that all aspects of support are consistent and complementary.

17 What should I do if I have a complaint about my child's SEN support?

If you have a complaint about SEN provision, in the first instance please speak with your child's class teacher. If the complaint is not resolved, then please contact the Deputy Headteacher. If the complaint is still unresolved or is of a serious nature a meeting will be scheduled for you with the Headteacher. Please refer to our school's [complaints policy](#).

Initial complaints can be made in person, by telephone or by writing but to ensure that complaints are handled appropriately, are suitably resolved and to ensure effective communication between home and school, in person meetings are preferable and will be scheduled.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. For further support please visit:

<https://www.covsendiass.co.uk/advice-support/resolving-disagreements>

18 What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at [Coventry's local offer](#).

Our local special educational needs and disabilities information advice and support services organisations are:

SENDIASS– This is an independent service that is not affiliated to the Local Authority or any schools. This service can share information and will explain parental rights regarding SEN and disabilities. They also hold a range of coffee mornings and information and support sessions. ([Click here](#))

Short breaks – This service provides activities, games and trips for children with SEN and disabilities which are free of charge. ([Click here](#))

Coventry Young Carers Project – This is a support service for young carers who have a family member with a disability ([Click here](#))

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19 Glossary

SEND – Special Educational Needs

PP – Pupil Premium

LAC – Looked After Children

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's

needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages

OT – Occupational Therapy

EMAS – Ethnic Minority Achievement Service

SALT – Speech and Language Therapy

SEMHL – Social Emotional, Mental Health and Learning Support Service (previously LAWSS)

EPS – Educational Psychology Service

CAMHS – Children Adolescent Mental Health Service

CCT – Complex Communication Team