



Maybury Primary School

SEND Information Report 2025/26

This policy was approved by the Local Governing Body on: 26th September 2025

Chair of Governors: Richard Morrell

Adopted: September 2025

This policy will be reviewed annually on or before: September 2026

**'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)**



Maybury Primary School

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Maybury Primary School is committed to ensuring equality of opportunity for **all** children. The school ensures that no child is disadvantaged within school and works hard to ensure that any barriers to access are removed or mitigated so that all children have equal access to a broad curriculum, rich in first hand experiences.

The school supports pupils with additional needs, including Special Educational Needs and Disabilities (SEND), through the provision of additional learning support, service provision and bespoke curriculum packages. This personalisation is designed to enable every pupil to access the broad curriculum on offer at Maybury Primary School in order to maximise their individual potential.

It is the responsibility of all teachers to ensure that a child with SEN or a disability receives the support that they require to enable them to make progress– this means doing everything possible by the school to meet the needs of children with Special Educational Needs or a disability.

This information report has been prepared by the SENDCo: Jade Stowell and the Headteacher: Alison Grantham and will be approved by the Local Governing Body by Friday 26th September for publication on the website.

The SEN Information Report is part of a wider suite of documents relating to SEN, disability and inclusion which can be found on the school website or as hard copies on request from the school office. In particular it should be read alongside the school's SEN policy.

Maybury Primary School's SENCo details are:	Our school SENDCo is: Jade Stowell Email: admin@maybury.het.academy Telephone: 01482 701387
The school makes provision for the following kind of Special Educational Need:	Maybury Primary School supports children who have a range of Special Educational Needs (SEND) as described in The Code of Practice 2014. The four broad areas of SEND the school makes provision for are: 1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD) 2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia and moderate learning difficulties (MLD) 3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health 4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).
The school ensures that the admissions process is fair for pupils with SEN or a disability by:	Maybury Primary School adheres to the Admissions Policy of the Humber Education Trust to ensure that the admissions process is fair to all children
The school identifies and assesses Special Educational Needs by:	Staff at Maybury Primary School know that early identification of additional needs is key to ensuring the greatest opportunities for progress and support. All children will be assessed at different points during the year and this may determine that they require additional support or specific provision to support their needs. Assessments will be made on entry to the school or during the school year on a whole school basis and will identify those whose progress: • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap

	This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. • On entry to school in EYFS, children's baseline attainment is assessed against all areas of the Foundation Stage Framework. If a child enters our school mid-way through the academic year or transfers from another school, class teachers will assess their capabilities in all areas of the curriculum • Any member of staff can make a written / verbal referral to the Special Educational Needs Coordinator (SENCo) regarding any concerns with a child which correspond to the four broad areas of SEND. We are committed to identifying any type of difficulty a child may have and then implement appropriate provision if required. Teacher's record concerns and the SENCo will observe the child. Following this, a child may be added to the school SEND register • The SENCo may refer children to specific professionals depending on the area of need and the school has positive links with a range of specialist support services including speech and language therapists; educational psychologists; Autism Outreach Support from Tweendykes Special School and Northcott Special School; The Children & Adolescents' Mental Health Service (CAMHS) and IPASS • If there are concerns regarding the attainment of the child, further assessments may be carried out by the SENCo, for example a dyslexia or cognitive assessment • Children's attainment levels in reading, writing and numeracy are used to determine whether children may have moderate learning difficulties and these will then be placed on the Special Needs register at SEND support level without a specialist assessment.
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	Support is personalised to an individual child's needs and levels of ability and an Individual Education Plan and 'SEND Graduated Response' is written which identifies appropriate targets and provision specific to the child. Additional information regarding the child's needs and difficulties is included on the plan • If a child requires a significant amount of additional support in order to access the national curriculum then the SENCo and parents & carers may work together to submit an assessment request to the local authority for an Education & Health Care Plan
The school supports SEND in accordance with its policy framework which is set out at:	This SEND Information Report should be read alongside the following policies: • SEND Policy 2025 • Accessibility Plan • Admissions Policy • Anti-Bullying Policy • Equalities policy and objectives • Supporting pupils with medical needs • Positive Behaviour Policy These policies set out the school's approach to • Assessing and review the progress of children with SEND • Teaching children with SEND • Adapting the curriculum and learning environment for children with SEND • Making decisions on additional support in relation to children with SEND • Ensuring inclusion of children with SEND with children without such needs across all school activities • Supporting the emotional, social and mental development of children with SEND • Evaluating the effectiveness of our provision for our children with SEND
The school's staff have been trained and have expertise in the following areas:	Training is available for all staff on special educational needs as and when required. Staff will seek training opportunities from outside agencies when necessary including outreach and transitional support. Staff will also attend training courses provided by the Humber Education Trust, local authority and private providers as required.

	There is an on-going programme of training and all staff receive general SEND training and updates on an at least termly basis as part of the continuing professional development programme. A number of staff have also received specialist training which includes, but is not limited to: • Autism • Speech and Language • Moving and Handling • Dyslexia • Diabetes All staff complete iHasco Safeguarding Level 2 on an annual basis.
The school will secure equipment and facilities for children with SEND by:	All requirements for equipment and facilities will be assessed for each child individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies in order to support a child accessing the curriculum. These agencies may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs, Tweendykes and Northcott Special School, who provide resources for children with Autism or Speech and Language Therapists. Maybury Primary school completes an annual accessibility audit to assess the suitability of the site for the pupils. The school already includes a number of adaptations within its build: • There is level access from the outside to the inside at all points of entry to the school • The school is built on one level with wide corridors • All doors (internal and external) are wide enough to accommodate wheelchairs • The school has three disabled toilets, one which is fitted with a ceiling winch The school has developed a dedicated area (The Hub) for children with additional needs – including those with sensory needs.
The school aims to involve the parents/carers and children with SEND in the education of the children and will do so by:	We welcome ongoing dialogue between ourselves and parents/carers. Teachers maintain close contact with home by telephone, Dojo and/or daily contact with parents/ carers. Parents & Carers are involved at each stage of the assess, plan, do and review process when an EHC plan is required. Parents & Carers are invited to discuss with the SENDCO and/or class teacher the needs of their child in the first instance during transition meetings, parents' evenings or through our 'open door' policy if they are concerned about their child's needs or progress whether or not an EHCP is in place. This allows for parents & carers to share

	knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents & Carers can have an active role in the planning and decision making regarding their child's provision. Parents & carers will be kept informed of progress and outcomes in a number of ways:- • Liaison with the class teacher informally • Parents & carers' evenings when advice and support in helping their child at home • A formal review of their child's progress and provision with the SENDCO and/or class teacher if appropriate, or yearly if an EHC plan is in place. If a child has been identified as having SEND but an EHC plan is not required, parents & carers will be involved in the monitoring and discussing process. Each child on the Special Educational Needs register has a 'graduated response' document to focus targets and provision which is personalised to the child. The child is involved (as is appropriate) at every stage of the assess, plan, do and review process: • At the initial assessing and planning stage, in order to support a 'person-centred approach', the child's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support • Where the child may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regarding their likes, interests, dislikes and difficulties • The thoughts and opinions of parents and carers, and those who know them best, may also be sought • Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision with the SENDCo. A child may contribute to this meeting either by attending in person or by providing written input. These meetings/discussions allows for professionals, parents & carers and the child to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.
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Any concerns or complaints raised by a parent or carer of a child with SEND will be dealt with by the academy by:	The school has a policy for dealing with complaints and in the first instance this should be referred to. Parents & carers are directed to first speak with their child's class teacher with any concerns and/or questions regarding their child's needs. Complaints about SEND provision within the school can be dealt with by the SENCo, Miss J Stowell, during arranged meetings. Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Headteacher, Mrs A Grantham, during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. Our governor responsible for SEND is Mrs P Brown. The school participates fully if receiving requests for information for tribunals or assisting parents & carers in formulating appeals etc.
The school works with other agencies to support children with SEND and their families by:	The school employs a number of external agencies on a weekly basis including: • Speech Therapy and Language Acquisition from Bridge Speech and Language • Pet Respect: Dog Therapy In addition to this, we may seek advice and support from specialists from outside agencies including: • Educational psychologists • Child and Adolescent Mental Health Services (CAMHS) • Therapists (including speech and language therapists, occupational therapists and physiotherapists) • Tweendykes and Northcott Outreach Service • IPASS – Integrated Physical and Sensory Service • Social Care • Steps to Success • School Nursing Team • Headstart • Police Links to all of these can be found in the Hull Authority Local offer- see below for website details.

The school acknowledges that parents/carers of children with SEND sometimes need additional independent support and the local independent advice and support service can be contacted at:	In Hull, the SENDIASS service is KIDS Telephone: 01482 467541 Email: hullsendiass@kids.org.uk
The school works on transition arrangements for children joining or leaving Maybury Primary School by:	All children with Special Educational Needs will require support and planning when they transfer between key stages. Maybury Primary School works closely with families and our partner organisations to make sure changes are planned and well managed during all phases of transition. Admission to Nursery or Foundation 2: • Home visit and meeting with parents/carers • Transition meeting with the previous setting (if applicable) • Visit to observe child in previous setting (if applicable) • Transition plan drawn up with parent/carer and child Joining the school mid-year: • Child and parent/carer visit Maybury for tour and initial meeting • Liaise with SENDCo from previous school • Transition plan drawn up with parent/carer and child Move to another school: • Contact the School SENCO and share information about the special arrangements and support in place for child • Transfer of records within 15 days • Sharing of relevant information Move to new year group within school: • Transition meetings held within school with the new class teacher • Work carried out with child to prepare for the next class which may include transition books, visual supports and visits to the next setting • Meeting with parents/carers to share transition plan

	Transition to Secondary School • Year 5 phase transfer planning meeting • Year 6: the class teacher and/or SENCO meet with the secondary school to discuss the specific needs of every child and the nature and level of support • • Additional supported visits to the new school and/or additional visits from the new school for the children where changes are more complex • Multi-agency meetings to create more detailed transition plan and support if required • Transfer of all records Where a child has an Education Health and Care Plan a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEND Team will administer the process following any request by the parent. Transition packages need to be planned carefully for children with Special Educational Needs and many education providers now offer additional visit time, and / or transition meetings to support all new children. Other consideration could also be given to the use of social stories if appropriate. All of these can help to support children and prevent vulnerability during their transition.
The Local Offer produced by Hull City Council is available at:	For information about the Hull Local Offer, go to: https://hull.mylocaloffer.org/ 

Everyone at Maybury will teach our children to learn and empower them to broaden their horizons.