

Huntington School SEND Information Report (2025–2026)

Reviewed: July 2025

Next Review: July 2026

This report is published annually and is available on the school website. Paper copies are available on request.

1. Introduction and Legal Framework

This report explains how Huntington School supports students with **Special Educational Needs and Disabilities (SEND)**.

It is written in line with:

- Children and Families Act (2014)
- SEND Code of Practice (2015)
- SEND Regulations (2014)
- Equality Act (2010)

It should be read alongside:

- SEND Policy
- Accessibility Plan
- Complaints Policy
- City of York Local Offer: <https://www.yorksend.org/>

2. Our Approach to SEND

At Huntington School, we are committed to providing an **inclusive education** where all students are supported to achieve their full potential.

We believe:

- Every child can succeed with the right support
- High-quality teaching is the foundation of progress
- Effort, resilience and high expectations matter for all learners

Our school values run through everything we do at Huntington School as we aspire to ensure that our provision for all young people, including those with SEND, is of the best quality. We believe in a culture, where effort is seen as the key to success, not a

fixed notion of talent. We believe wholeheartedly in the limitless potential of all people.



Huntington School
Learn and succeed

Our core values: **Respect, Honesty & Kindness**

 Our school is a **safe, inclusive and welcoming** community that everyone feels proud to be a part of.

 We hold **high ambition, positive relationships** and **mutual respect** at the core of our school culture.

 Our school develops **confidence, resilience** and **independence** for all by delivering a high-quality, **evidence-informed education**.

We celebrate our achievements, learn from our mistakes and support each other to be responsible and hardworking citizens.

3. What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which requires **special educational provision**.

This may include students who:

- Have significantly greater difficulty in learning than others of the same age
- Have a disability that makes it harder to access normal school facilities

4. Who to Contact

SENDCo: Mr Warren Lowe (Deputy Headteacher)
01904 752100

w.lowe@huntington-ed.org.uk

Assistant SENDCo: Miss Fiona Wharram
01904 752100

f.wharram@huntington-ed.org.uk

Parents are encouraged to contact us at any time.

5. The Types of SEND We Support

We support students across the four areas of need:

- **Cognition and Learning** (e.g. dyslexia, moderate learning difficulties)
- **Communication and Interaction** (e.g. autism, speech and language needs)
- **Social, Emotional and Mental Health** (e.g. ADHD, anxiety)
- **Sensory and/or Physical Needs** (vision, hearing & physical disability)

6. How We Identify SEND

We use a range of information to identify SEND:

Before students join us

- Information from primary schools
- Transition meetings and visits
- External agency reports

When students start

- Reading assessments
- Cognitive Ability Tests (CATs)

Ongoing

- Teacher assessments and progress tracking
- Listening to parent and student concerns
- Monitoring of students on the SEND register and updating student profiles

We see identification as an **ongoing process**, not a one-off event.

7. How We Involve Parents and Students

We work in **partnership with families (co-production)**.

We ensure:

- Parents are involved in planning and reviewing support
- Students contribute to decisions about their learning
- Regular communication through meetings and reports
- Full involvement in EHCP annual reviews

8. How We Support Students (Our Graduated Approach)

We follow the **Assess – Plan – Do – Review** cycle:

- **Assess:** Identify needs through data and observation
- **Plan:** Agree outcomes and support strategies
- **Do:** Deliver support
- **Review:** Evaluate impact and adjust provision

9. Teaching and Curriculum

All teachers are responsible for all students, including those with SEND.

We support students through:

- High-quality, adaptive teaching
- Differentiated resources and tasks
- Scaffolded learning
- Flexible teaching approaches
- Assistive technology where needed

10. Interventions and Additional Support

Where needed, students may receive additional support such as:

- Literacy programmes (e.g. Read Write Inc, Catch-Up Literacy)
- Numeracy interventions
- Social skills groups
- Emotional support (ELSA)
- Mentoring and homework support

Some students may receive:

- Short-term small group interventions
- Individual support
- Teaching Assistant support (where appropriate and targeted)

11. Adaptations and Reasonable Adjustments

We make reasonable adjustments in line with the Equality Act, including:

- Modified resources
- Adapted classroom environments
- Use of technology
- Exam access arrangements where appropriate

12. How We Measure Progress

We regularly review student progress through:

- Whole-school assessment systems
- Teacher feedback
- Intervention reviews
- Student and parent voice

Support is adapted where progress is not as expected.

13. Support for Social, Emotional and Mental Health

We provide strong pastoral care through:

- Form tutors (key point of contact)
- Heads of Year and pastoral teams
- Student Support Leaders
- Emotional Literacy Support Assistants (ELSAs)
- Mentoring and social skills programmes

We also have:

- Anti-bullying systems
- Safe and inclusive spaces

14. Facilities and Equipment

We provide:

- The Hub (a safe and inclusive space)
- Wellbeing / Sensory rooms
- Small group teaching spaces

- Laptops and assistive technology
- Specialist resources (e.g. dyslexia aids)

15. External Support Services

We work with a range of external professionals, including:

- Educational Psychologists
- CAMHS
- Specialist teaching teams
- Health professionals
- Social care services
- York Wellbeing Services
- Wellbeing in Mind Team

Referrals are made in partnership with families.

16. Training and Expertise

- All staff receive SEND training
- Teachers are trained in adaptive teaching
- Teaching Assistants deliver targeted interventions
- Specialist advice is sought and used where needed

17. Transition Support

Primary to Secondary

We provide:

- Transition visits and meetings
- Close liaison with primary schools
- Pupil profiles shared with staff

Post-16 Transition

We support students through:

- Careers guidance

- Visits to colleges and providers
- Liaison with post-16 settings
- Preparation for independent living

18. Inclusion in Activities

All students with SEND are encouraged to take part in:

- School trips
- Clubs and extracurricular activities

Additional targeted opportunities include:

- Supported Homework club
- Social groups
- Lego Therapy
- Disability sports

19. Working with Parents

We communicate with parents through:

- Open-door policy
- Email and phone contact
- Parents' evenings
- Progress reports
- Class Charts system

20. What to Do if You Are Concerned

If you have concerns:

1. Contact the SENDCo
2. Contact the Headteacher if unresolved
3. Follow the school complaints process accessible via the school website
4. Contact the Chair of Governors

You can also contact:

York SENDIASS

01904 554312

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

They provide free, impartial advice.

21. Further Information

For more information about SEND in York, visit:

<https://www.yorksend.org/>