

Huntington School SEND Information Report 2026-2027

Reviewed: July 2026

Next Review: July 2027

This SEND Information Report explains how Huntington School identifies, supports and monitors students with Special Educational Needs and Disabilities (SEND). It outlines the provision available and how we work with students, families and external agencies to ensure that every young person can achieve their full potential.

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

1. Our Commitment to Inclusion

At Huntington School, we are committed to creating an inclusive, ambitious and supportive learning environment where every student can thrive.

We believe that:

- Every child can succeed when provided with the right support, opportunities and encouragement.
- High-quality teaching is the foundation of success for all learners.
- Effort, resilience and determination are key drivers of achievement.
- Students with SEND should be fully included in all aspects of school life.
- All young people deserve to feel valued, respected and supported.

Our approach is founded on high expectations, strong relationships and a commitment to ensuring that all students can participate fully in the life of the school.

2. Legal Framework

This report has been prepared in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010

This report should be read alongside:

- SEND Policy
- Accessibility Plan
- Equality Objectives
- Behaviour Policy
- Complaints Policy

Information about services available within the local area can be found through the City of York SEND Local Offer:

<https://www.yorksend.org>

3. What is SEND?

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A student may have SEND if they:

- Have significantly greater difficulty in learning than others of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

The SEND Code of Practice identifies four broad areas of need.

4. SEND Contacts

SENDCo

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Parents and carers are encouraged to contact the SEND Team whenever they have questions, concerns or information they wish to share.

5. Types of SEND Supported

We support students across the four broad areas of need identified in the SEND Code of Practice.

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

Including:

- Dyslexia
- Moderate Learning Difficulties
- Specific Learning Difficulties

Social, Emotional and Mental Health (SEMH)

Including:

- ADHD
- Anxiety
- Emotional regulation difficulties

Sensory and/or Physical Needs

Including:

- Visual impairment
- Hearing impairment
- Physical disabilities
- Medical needs affecting access to learning

6. How We Identify SEND

Identification of SEND is an ongoing process.

Before Students Join Huntington School

We gather information through:

- Liaison with primary schools
- Transition meetings
- Review of previous assessments and reports
- Discussions with families
- Information from external agencies

When Students Start School

Assessment information may include:

- Reading assessments
- Baseline assessments
- Teacher observations

During a Student's Time at School

We continually review:

- Academic progress and attainment
- Teacher assessment information
- Attendance and pastoral concerns
- Student voice
- Parent and carer concerns
- Information from external professionals

Where evidence indicates that a student requires provision that is additional to or different from that normally available, they may be placed on the SEND Register.

7. Working in Partnership with Students and Families

At Huntington School, we recognise that parents and carers are experts on their children and play a vital role in securing the best outcomes.

We are committed to working collaboratively with students and families through a process of co-production.

This includes:

- Involving parents in reviewing progress and provision
- Seeking student views when planning support
- Regular communication regarding SEND provision
- Collaborative target setting
- Full involvement in Annual Reviews for students with EHCPs

We encourage students to develop independence, self-advocacy and confidence in understanding their own strengths and areas of need.

8. Our Graduated Approach to SEND Support

We follow the graduated approach outlined in the SEND Code of Practice through the cycle:

Assess

We identify strengths, barriers to learning and individual needs using a range of assessment information.

Plan

Appropriate outcomes, strategies and provision are agreed with students, families and staff.

Do

Support and interventions are delivered and monitored.

Review

The effectiveness of provision is evaluated and adjusted as required.

This process ensures that support remains responsive to changing needs and leads to the best possible outcomes.

9. Quality First Teaching

The first response to a student's additional needs is high-quality teaching.

All teachers are responsible for the progress and achievement of every student in their classes, including those with SEND.

Adaptive teaching strategies may include:

- Clear explanations and modelling
- Visual supports
- Chunking information into manageable steps
- Flexible grouping arrangements
- Opportunities for overlearning and retrieval practice
- Increased opportunities for feedback
- Assistive technology
- Alternative methods for recording learning
- Carefully planned scaffolding and support

These approaches help ensure that all students can access the curriculum and achieve ambitious outcomes.

10. SEND Provision at Huntington School

Provision is organised according to the level of support required.

Universal Provision

Available to all students:

- High-quality adaptive teaching
- Explicit instruction and modelling
- Visual supports
- Scaffolded learning activities
- Retrieval practice
- Classroom-based reasonable adjustments
- Positive behaviour support

- Access to wellbeing and pastoral support

Targeted Provision

Some students may receive additional support through:

- Literacy interventions
- Numeracy interventions
- Social skills programmes
- Emotional literacy support
- Homework support
- Mentoring
- Small-group teaching
- Targeted pastoral interventions

Specialist Provision

A small number of students may require:

- Individualised support programmes
- Specialist assessments
- Educational Psychologist involvement
- Advice from specialist teaching teams
- Speech and Language Therapy recommendations
- Provision linked to an Education, Health and Care Plan (EHCP)

All interventions are reviewed regularly to ensure they are effective and support positive outcomes.

11. Reasonable Adjustments and Accessibility

We make reasonable adjustments to remove barriers to learning and participation.

These may include:

- Adapted teaching resources
- Modified materials
- Assistive technology
- Alternative recording methods
- Seating arrangements
- Environmental adaptations
- Examination access arrangements where appropriate

The school continues to review accessibility through its Accessibility Plan.

12. Monitoring Progress and Evaluating Impact

The effectiveness of SEND provision is reviewed regularly through:

- Academic progress data
- Teacher assessments
- Attendance information
- Behaviour information
- Student voice
- Parent feedback
- Intervention reviews

The SEND Team works closely with teachers, pastoral staff and families to evaluate whether provision is leading to improved outcomes.

Support is adapted where necessary to ensure students continue to make progress and develop independence.

13. Social, Emotional and Mental Health Support

We recognise the importance of emotional wellbeing and provide support through:

- Form Tutors
- Heads of Year
- Student Support Leaders
- Emotional Literacy Support Assistants (ELSAs)
- Mentoring programmes
- Social skills support

The school also promotes wellbeing through:

- Anti-bullying procedures
- Positive pastoral support
- Safe and inclusive spaces
- Early identification of emerging needs

14. Facilities and Specialist Resources

Students have access to:

- The Hub
- Wellbeing and sensory spaces
- Small-group teaching rooms

- Laptops and assistive technology
- Specialist learning resources
- Exam access arrangement facilities where appropriate

These facilities support students in accessing learning and participating fully in school life.

15. External Agencies and Specialist Services

Where appropriate, we work with a range of external professionals including:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist Teaching Teams
- Speech and Language Therapy Services
- Occupational Therapy Services
- Health professionals
- Social Care Services
- York Wellbeing Services
- Wellbeing in Mind Team

Referrals are made in partnership with students and families.

16. Staff Training and Expertise

We are committed to maintaining and developing staff expertise in SEND.

This includes:

- SEND training for all staff
- Training in adaptive teaching and inclusive practice
- Specialist SEND briefings and updates
- Targeted intervention training for Teaching Assistants
- Access to advice from specialist professionals

Staff training is reviewed regularly to ensure the needs of students are met effectively.

17. Transition Arrangements

Primary to Secondary Transition

We support transition through:

- Visits and transition events

- Enhanced transition programmes
- Close liaison with primary schools
- Information sharing meetings
- Student profiles and support planning

Preparing for Adulthood and Post-16 Transition

Support includes:

- Careers education, information and guidance
- College and provider visits
- Transition planning meetings
- Independent living preparation
- Liaison with post-16 settings

18. Inclusion in Activities and School Life

Students with SEND are encouraged and supported to participate fully in all aspects of school life, including:

- Educational visits
- School trips
- Clubs and societies
- Sports activities
- Performing arts
- Leadership opportunities

Additional opportunities may include:

- Supported homework sessions
- Social groups
- Targeted enrichment activities
- Inclusive sporting opportunities

19. Communicating with Parents and Carers

We value positive relationships with families and communicate through:

- Email and telephone contact
- Parents' evenings
- Progress reports
- SEND review meetings

- Class Charts
- An open-door approach

We encourage parents and carers to contact us whenever they need advice or support.

20. Concerns and Complaints

If you have concerns about SEND provision, please:

1. Contact the SENDCo.
2. Contact the Headteacher if concerns remain unresolved.
3. Follow the school's Complaints Policy.
4. Contact the Chair of Governors if necessary.

Independent advice is available from:

York SENDIASS

Telephone: 01904 554312

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

York SENDIASS provides free, confidential and impartial advice and support to children, young people and families.

21. Further Information

Further information about SEND services available in York can be found through:

York SEND Local Offer

<https://www.yorksend.org>

Copies of SEND-related policies and documents are available from the school website or by contacting the school office.

Accessibility and Publication

This report complies with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

The report is reviewed annually and published on the school website. Alternative formats and paper copies are available upon request from the school office.