

SEND Information Report 2026-2027

Reviewed September 2026 Review Date: September 2027

Name of School	Address	Telephone	Email	Website
Humberstone Infant/Junior Academy	Main Street, Humberstone, Leicester LE5 1AE	Juniors 0116 2767248 Infants 0116-2767648	send@humberstoneacademy.co.uk	http://www.humberstonejunioracademy.co.uk http://www.humberstoneinfantacademy.co.uk

Send Coordinator	We have a SENDco for each of the schools. Please call the office or come in to make an appointment. We are here to help you! Infant and Junior SENDCO: Miss Krishna Jethva Assistant SENDCO: Mr Mahomedisham Chaperon
Ethos, Values and Vision	At Humberstone Infant and Junior Academy, inclusion is at the heart of our day to day practice. We value diversity and recognise the benefits to everyone in having an inclusive education. Through a challenging and knowledge rich curriculum, we aim to provide a wealth of learning opportunities encompassing challenge, achievement and creativity. We want our children to develop their own talents and strive to improve and excel in all they do. We understand that, with the right support from staff, parents and outside agencies, nothing is beyond the reach of our children. From time to time some children require additional support or intervention to help meet their needs or improve their learning. The decision to do this is made by the school with parents' and carers full involvement and is based on a variety of factors including academic progress, assessments carried out by teaching staff, professionals and knowledge of children from observations. Parents or carers are kept informed throughout this process and progress is reviewed regularly.
Does the school have a Designated Specialist Provision (DSP)?	No

SEND Information Report 2026-2027

What kinds of SEND does the school cater for?	SEND stands for “Special Educational Needs and Disability”. There are four broad categories of SEND: • Communication and Interaction (such as autistic spectrum and language disorders) • Cognition and Learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay) • Social, emotional and mental health (such as attachment disorders, emotional difficulties, mental health difficulties) • Physical and Sensory (such as hearing or vision impairment or needing a wheelchair or walking frame) The SEN Code of Practice (0-25) was revised in September 2014 and last updated April 2020. The school complies with the Equality Act 2010.
How does the school identify and assess the needs of pupils with SEND?	Special Educational Provision is that which is additional to and different from that which is made generally for most children in school. Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why. Adequate progress is defined as that which: • Closes the attainment gap between the child and children of a similar age • Prevents the attainment gap growing wider • Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers • Matches or is better than the previous rate of progress • Ensures that a child has full access to the curriculum in line with their peers • Demonstrates an improvement in self-help, social or personal skills • Demonstrates improvement in a child’s behaviour, allowing them to be receptive to learning. Identification does not rely solely on attainment or progress data. We also consider information about a pupil’s communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical development, as well as their ability to access the curriculum and participate fully in school life.

SEND Information Report 2026-2027

	Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils: 1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress through Quality First Teaching and Ordinarily Available Provision, this is discussed with the SENDCo and a plan of action is agreed with the teacher and shared with parents. 2. Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which: • 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 3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed through ordinarily available classroom provision, adaptive teaching and some parental support. Otherwise, a graduated response is implemented by the school. This is a cycle of "Assess, Plan, Do and Review" stages. This may result in the child being identified as requiring SEN Support where the school is able to demonstrate with evidence and the graduated approach. In some cases, the school will be able to meet the children through universal provisions and quality first teaching. The school will use its professional judgements to inform the final decision. Parents/carers will be informed and involved throughout the process. The SENDCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify special educational needs, we may also consult external agencies for advice on how best to support a child and make provision to meet those needs. Schools are not responsible for providing medical diagnoses. Where the school identifies a possible underlying medical, developmental or other condition, we will discuss this with parents/carers and, where appropriate, recommend or support referral to the relevant health or specialist service.
--	---

SEND Information Report 2026-2027

	Where, despite the school's carefully planned and reviewed SEN Support, a pupil continues to have significant difficulties in accessing learning or making progress, the school may consider whether an Education, Health and Care Plan (EHCP) needs assessment is appropriate. This would be discussed with the pupil (if appropriate) and their parents/carers and, where appropriate, with relevant professionals. A request for an EHCP needs assessment can be made by the school or by the child's parent/carer. The local authority makes the decision about whether an EHC needs assessment is undertaken and whether an Education, Health and Care Plan is issued.
How will the curriculum be matched to my child's/young person's needs?	Teaching at our school is carefully adapted to meet the needs of all pupils, ensuring high expectations for every child. Teachers use evidence-based strategies to support all learners, including: • Adaptive teaching approaches that respond to pupils' strengths and needs without lowering expectations. • Targeted support such as pre-teaching of key vocabulary, additional resources, or scaffolding. • A personalised curriculum where necessary to match individual pupils' needs. • Inclusive teaching practices that enable all pupils to access challenging concepts and topics. We focus on developing pupils' knowledge and skills through high-quality first teaching, with additional interventions provided where needed.
How does the school support child's/young person's learning?	Parents are welcome to speak to their child's teacher and will receive regular feedback from them to keep them up to date. Parents are invited to attend parents' evenings twice a year and reports are sent out annually. Children are involved in assessment of their own progress through discussion of target setting, self-assessment and assessment of their work against success criteria. The children are encouraged to develop confidence at both giving and receiving critique on their work; a skill developed through our work in Projects, which is also applied to all areas of the curriculum. At Humberstone Academy we are mindful of and comply with the LA's Bera Document (Best Endeavors and Reasonable Adjustments). The Bera document specifies high quality teaching, which can be adapted for individual pupils and is the first step in responding to pupils who have or may have Special Education Needs and Disability (SEND). It supports good inclusive practice, ensures consistency in good practice and has a focus on early intervention and a graduated approach. • Quality First Teaching - High quality teaching that is adapted and coupled with research based, expert led ordinarily available provision will meet the individual needs of the majority of children and young people. We believe that all children learn best when learning alongside their peers.

SEND Information Report 2026-2027

	• Reasonable Adjustments - Some children and young people need educational provision that is additional to this. When allocating additional support to children, our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets. When this includes extra adult support, we encourage the pupils to work in a way that develops independence. • Provision and Interventions -The school has a range of interventions available which are listed on an Interventions Menu. The Intervention menus are regularly monitored and adapted to meet the needs and provisions of all the children on the SEND register. The school offer shows the interventions available in school to support children with SEN needs. When considering an intervention, the school looks at the child's learning profile in order to select the intervention best matched to the child's needs. Interventions are planned in blocks and progress is reviewed regularly. This may be 1:1 or within small groups depending on needs. Recording provision- School keeps a variety of records for all children, including those with SEND. These may include: • My Learning Plan • EHC Plan (Education, Health and Care Plan). Where a child has an Education Health Care Plan, an annual review meeting, attended by parents & external agencies, will be held to discuss the child's progress. • Interventions Progress Monitoring Form • Medical Risk Assessment • Positive Behaviour Plans • Running Plans • PEEPS - Personal Emergency Evacuation Plans All resources, training and support are reviewed regularly and changes are made as required.
What support will there be for my child's/young person's overall well-being?	Our school is a safe place for children. Bullying and intolerance are dealt with swiftly and firmly. All staff have a duty of care for the children's safety and well-being. Through our diverse curriculum, which is underpinned by our core values: Respect, Positivity, Resilience, Excellence and Creativity, we hope that children will become more mindful, understanding and accepting of differences. Activities to encourage positive personal and social interaction are built into lessons and the wider curriculum through opportunities such as clubs and family learning days. Where children are struggling with their social, emotional and mental health at school, through teacher referral and parental agreement, children can also access our 'Mental Health First Aiders,' the School Counsellor

SEND Information Report 2026-2027

	and work with our Behaviour Mentor/Senior Mental Health First Aider (Ms Laura Henson). The school works in partnership with the Mental Health Support Team to make referrals, for these children who may need external support. This service supports both pupils and parents. If a child is felt to have a social, emotional or mental health need (e.g. difficulties with emotional regulation), a 'Positive Behaviour Plan' can be written. This is shared with the parent/carer and any key adults involved with the child. We understand that all behaviour is a form of communication and particularly where children have SEND, we take time to understand and respond in a restorative way. However, this does not mean that we have less than high expectations. All children's behaviour is responded to consistently in line with the School Behaviour Policy. A copy is available on the school website or a paper copy can be requested from the school office.
What specialist services and expertise are available at or accessed by the school?	The school is able to access more specialist help and additional expertise from the LA. Where the class teacher and SENDCo feel it is necessary to gain further understanding of a child's needs, we will seek parents' permission for external agencies to complete observations and assessments. This includes support from education, health and social care professionals such as: • Educational Psychologist • Learning, Communication and Interaction Team • Early Years Support Team • Social, Emotional and Mental Health Team • Speech and Language Therapy Service • Education Welfare Officer • Early Help Services & Social Services • Vision Support Team • Hearing Support Team • School Nurse Team • Medical support services including physiotherapy, occupational therapy etc. • Children's, Young People and Families Centres • Family Support Officer • Community Paediatrician • Occupational Therapy Team • Diana nursing team

SEND Information Report 2026-2027

	• Mental Health Support Team
What training are the staff supporting children with SEND having?	Staff receive training through our continuing professional learning (CPL) and SEND is an integral part of this - not seen as an “add-on”. Individual staff may attend further training to meet their own professional needs, which may be around the needs of a child they are teaching. Additionally, staff may receive informal training around the needs of individuals or groups of pupils. Key staff have had first aid training and some teaching staff have had Team Teach training. Examples of this training are: FunTime for Children who have Speech, Language and Communication needs Play Interaction training for children with Communication and Interaction needs. Scripted Language Autism training (E.g. AET, Good Autism Practice) Attachment and Trauma Training from Virtual Schools Colourful Semantics for Speech and Language needs. Zones of Regulation for children who have Social, Emotional and Mental Health needs.
How is the child involved?	We encourage all pupils to be actively involved in their learning and staff are committed to working in partnership with the child and their family to set appropriate learning goals. We seek to ascertain your child’s strengths, difficulties, preferred learning styles and aspirations. Where appropriate, they may share these in pupil interviews, surveys and in our active Pupil Leadership Team. In addition to this, their progress and attainment is carefully tracked and next steps are agreed and shared regularly with parents at formal and informal meeting times.
How will school support school trips and clubs?	Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. Where appropriate, risk assessments will be completed for children with additional needs to ensure their safety, to allow them to attend external trips. This will be discussed and shared with parents/carers. All of our children have equal access to before school, lunchtime and after school clubs, which develop engagement with the wider curriculum. Where necessary, we make amendments and adaptations to meet the physical and learning needs of our children.
How accessible is the school environment?	The school is fully accessible for pupils and staff with disabilities (disability and equality plans are in place). Corridors are wide and there are a number of easy access toilets. We have a medical room and shower facilities in each school. Where and when appropriate, we make changes to the environment that are necessary for

SEND Information Report 2026-2027

	children with physical or other sensory disabilities following guidance given by the relevant external agencies that are working with the young person and family. Our Accessibility Plan is available to view on our website and covers the following: • Increasing the extent to which pupils with disabilities can participate in the curriculum. • Improving the school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide or offer. • Improving the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities.
How will the school support pupils moving between phases of education?	<u>Transition into and within school</u> Transition can be a stressful time for children and parents. We provide support according to the individual needs of the child to ensure that a smooth transition takes place. During the summer term, teachers arrange a comprehensive transition programme, which can be tailored to meet individual needs: • Additional meeting for the parents and child with the new teacher and key staff. • Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc. • Opportunities to take photographs of key people and places in order to make a transition booklet / social story. • Children may be assigned a 'buddy' who will familiarise the new child with routines and places within the school. • A tour of the school can be arranged. <u>Transition to Secondary School</u> For the child with Education Health Care Plans, the secondary school SENDCo is invited to an early Annual Review to discuss the child's special needs in detail and arrangements may be made at these reviews. If the Secondary School SENDCo is unable to attend the review meeting, a separate meeting can be held to discuss the children on the SEND register. Some children with SEND or attachment needs may require additional transition visits, either in small groups or individually or further resources to support the transition. We arrange

SEND Information Report 2026-2027

	these and attend to support them.
How can I support my child?	You can support your child by ensuring they get to school on time and that their attendance is good. By attending parents' evenings and working closely with the school, we can ensure that your child has the best opportunities at school. Please try to attend the 'Meet the Teacher' events that we offer at the end of each year. Keep the class teacher informed if you have concerns or anything at home that may impact on your child's behaviour or learning. We offer workshops and opportunities to come into school at various points in the year so please look at the school website. Parents are invited to access family learning days, breakfast events and exhibitions for project learning. We are also offering sessions to build relationships between the school and the families of children with SEND and for families to link with others, sharing advice and support. Watch out for invitations to these sessions.
Who else can support me and my child?	You may wish to seek support from voluntary and charitable agencies including: ADHD Solutions - 0116-261 0711 SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) – https://sendiassleicester.org.uk/about/contact-us/ 01164820870 National Autistic Society -www.autism.org.uk British Dyslexia Association https://www.bdadyslexia.org.uk/about My Choice https://mychoice.leicester.gov.uk/ 'My Choice' is a directory for care and support products and services for people living within the Leicester City area and is an invaluable source of support. https://mychoice.leicester.gov.uk/ Early help https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/early-help/ Tel: 0116 454 100

SEND Information Report 2026-2027

	Local Offer link https://families.leicester.gov.uk/send-local-offer/
What arrangement does the school provide for handling complaints from parents of children with SEND?	The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. We take complaints seriously. In the first instance, we encourage parents and carers to speak to the class teacher who has a relationship with the family and knows the child well. If this is not successful in addressing the concern, this will be taken up with the SENDCo and the Head of School for both Infants and Juniors. The Chair of Directors may be involved if necessary. In the case of an unresolved complaint, the Department for Education (DfE) may be involved. Further details can be found in the school's Complaint Policy on the website. To contact the SENDCo or Head of Schools, please ring the school office on 0116 2767248 or 0116 2767648.