

Special educational needs (SEN) information report

Herefordshire Pupil Referral Service



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [SEN - HPRS](#).

You can also ask a member of staff to send you the policy via email or request a paper copy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does HPRS provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

We have a dedicated team of Learning support assistants, teachers and leaders who are all committed to supporting SEN students and providing them with the necessary provision for them to succeed in school and in life.

Our special educational needs co-ordinator, or SENCO

Our SENCO is April Howard.

They are a qualified teacher and are working towards achieving the National Professional Qualification for SENDCOs. They manage SEN provision at HPRS full time and work across all three centres, St David's, The Aconbury Centre and H3.

Our SEND governor is Sarah Parker.

HLTA- Intervention lead

Our HLTA intervention lead is Thomas Burnett- Smith.

Tom has an MSC in psychology and experience surrounding this role. He previously worked previously as HLTA learning support within St David's.

Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 10 TAs across the three centres, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions and support students academically and pastorally.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you to a meeting to discuss them	We will decide whether your child needs SEN support
<p>If you think your child might have SEN, the first person you should tell is your child's teacher. You can contact the centre your child is based at via email or phone who can put you in contact with your child's teacher/ mentor/ tutor.</p> <p>St David's- 01432274485 ks4admin@hprs.hereford.sch.uk</p> <p>The Aconbury Centre- 01432341096 ks3admin@hprs.hereford.sch.uk</p> <p>H3- 01432343636 admin@h3.hprs.hereford.sch.uk</p> <p>They will pass the message on to our SENCO, April, who will be in touch to discuss your concerns.</p> <p>You can also contact the SENCO directly. 01432274485</p>	<p>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.</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.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>

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

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO.

The SENCO will observe the pupil in the classroom and at unstructured times such as break or lunch to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

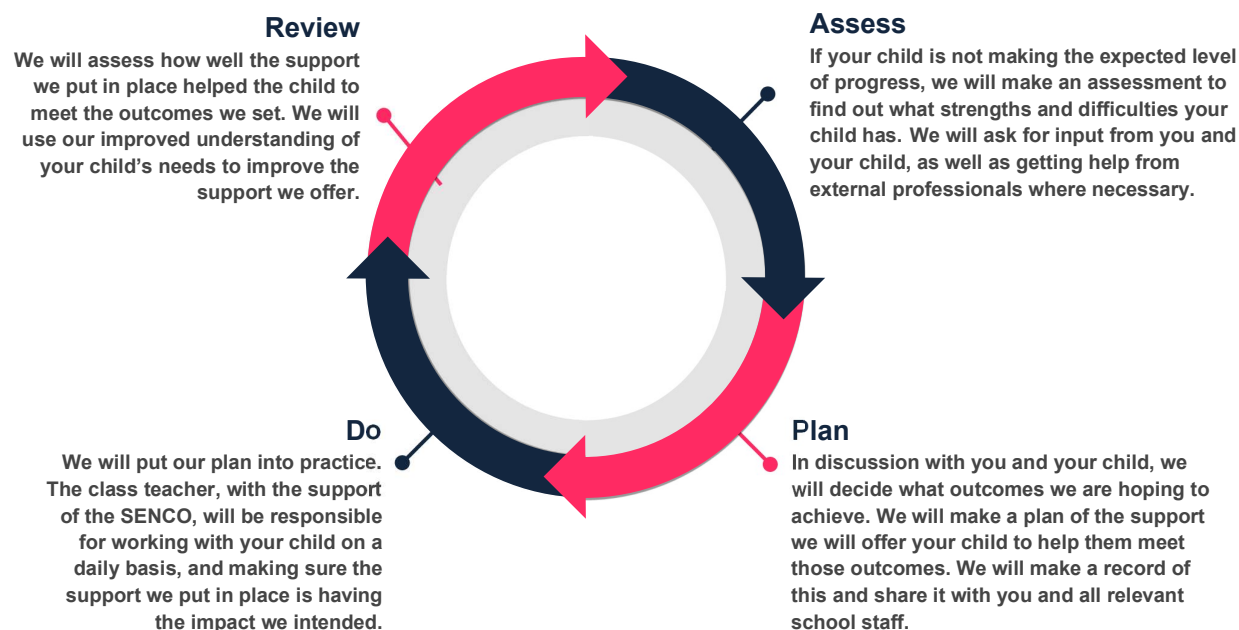
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We 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 a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide annual reports on your child's progress.

Your child's tutor/ mentor will meet you 3 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed.

If you have concerns that arise between these meetings, please contact your child's tutor/ mentor.

St David's- 01432274485 ks4admin@hprs.hereford.sch.uk

The Aconbury Centre- 01432341096 ks3admin@hprs.hereford.sch.uk

H3- 01432343636 admin@h3.hprs.hereford.sch.uk

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

The level of involvement will depend on your child's age and level of learning and understanding. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a questionnaire

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when required.
- Teaching assistants will support pupils in small groups when required.
- Bespoke timetables.
- Outdoor learning provision where appropriate.
- Support with work experience placements.
- Mentoring time in small groups or 1:1 where appropriate.
- Enrichment activities.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Regular mentor meetings Small group sizes Bespoke timetables tailored to the needs of individual students Soft landing- Meet and greet on arrival

Cognition and learning	<p>Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia</p> <p>Moderate learning difficulties</p> <p>Severe learning difficulties</p>	<p>Writing slope</p> <p>Pen grips/ supportive writing tools</p> <p>Coloured overlays</p> <p>Small group sizes</p> <p>Bespoke timetables tailored to the needs of individual students</p>
Social, emotional and mental health	<p>ADHD, ADD</p> <p>Adverse childhood experiences and/or mental health issues</p>	<p>Quiet workstation</p> <p>Regular mentor meetings</p> <p>Small group sizes</p> <p>Bespoke timetables tailored to the needs of individual students</p> <p>Soft landing- Meet and greet on arrival</p>
Sensory and/or physical	<p>Hearing impairment</p> <p>Visual impairment</p> <p>Multi-sensory impairment</p> <p>Physical impairment</p>	<p>Classroom adjustments</p> <p>Seating adjustments</p> <p>Lighting adjustments</p> <p>Ear defenders</p> <p>Small group sizes</p> <p>Bespoke timetables tailored to the needs of individual students</p> <p>Soft landing- Meet and greet on arrival</p>

These interventions are part of our contribution to Herefordshire County Council's local offer.

Our Equal Opportunities policy- [Microsoft Word - HPRS Equal Opportunities Policy Feb 2024](#)

Our Supporting Pupils With Medical Conditions policy- [HPRS-Supporting-Pupils-with-Medical-Conditions-Policy-Mar-2025-to-Mar-2026.pdf](#)

9. 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 interventions after 6-8 weeks
- 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 (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including enrichment activities.

All pupils are encouraged to take part in school events such as coffee afternoons or charity fundraising.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make sure reasonable adjustments are made so that they are included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Pupils with SEND are admitted on an equal basis with others in accordance with our admissions process.

Herefordshire Pupil Referral Service (HPRS) has 64 places for pupils in Years 7-11, split across our Key Stage 3 and Key Stage 4 Centres. The Local Authority commissions 64 places for priority permanently excluded pupils. There are an additional 10 places that can be commissioned directly from schools.

Any pupil referred to the service should be presenting with continuing, concerning, challenging behaviour and will have received previous interventions from within their mainstream schools, often with multi-agency involvement.

In addition, our H3 centre provides up to 24 full-time places for pupils who are unable to access mainstream education for issues relation to anxiety, mental health and severe medical conditions.

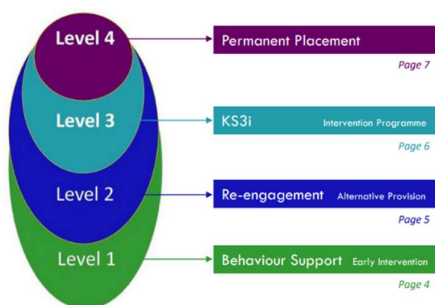
At HPRS we have identified four levels of need; each represents a different type of support and intervention for pupils. Across all levels, pupils follow a pathway which helps them to address the behaviours which have caused them difficulties in school. As an integral part of these programmes, HPRS aims to prepare young people for re-integration back to their referring school, onto a new school or onto a post-16 pathway.

All young people who attend with us (regardless of level) are supported to work on:

Understanding their behavior

- Raising their aspirations
- Making informed choices
- Trusting others
- Responding appropriately to others- peers and those in authority

➤ Building self-esteem and empathy towards others



For more information for schools to make a referral to HPRS please view Information For Schools - [For Schools - HPRS](#)

If your child has an EHCP and you would like them to attend HPRS, the Local Authority will consult with us, and we will have 15 days to respond to the request to name HPRS on the EHCP. If your child has an EHCP we must offer them a place unless there is evidence that this placement is unsuitable.

In all cases a completed 'Information Passport' is needed for all areas of HPRS provision. This can be found on the 'Referral Form' page of our website. Linked here- [Referral Form - HPRS](#)

We are not able to take direct referrals from parents.

13. How does the school support pupils with disabilities?

At HPRS we are committed to supporting all students, including those with disabilities. We are always striving to continue improving our service to support all young people.

We have a zero tolerance approach to bullying of any kind, outlined in our behaviour policy- Available here- [Microsoft Word - HPRS Behaviour Policy 2024-2025](#)

All of our centres are accessible with disabled toilets on site. Aconbury and H3 are single floor sites with no stairs. We aim to make all areas of HPRS accessible where possible for pupils, staff, parents and visitors. Where buildings cannot be adapted, changes will be made, typically this will mean re-rooming to accessible accommodation.

Students have bespoke timetables which suit their needs, including 1:1 provision, when necessary, to support any auditory or visual difficulties. We have access to tools to support and assist with learning such as electronic reader pens, text to speech and speech to text software and the use of coloured overlays.

At H3, depending on the needs of the individual, home tutoring is provided where necessary to support students who may not be able to currently access education on site.

More information is outlined in our accessibility plan, available here- [Microsoft Word - HPRS Accessibility Plan Feb 2024](#)

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council.
- We provide extra pastoral support for listening to the views of pupils with SEN by meeting with them during the school year to gather their views for their Individual Education Plans (IEPs).
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a zero tolerance approach outlined in our behaviour policy. Available here- [Microsoft Word - HPRS Behaviour Policy 2024-2025](#)

- More information about preventing bullying and supporting students can be found in our Child protection policy. Available here- [Child-Protection-Policy-September-2024.pdf](#)

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

Between years

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to communicate about the pupil's SEN needs and pass over any relevant information.
- Schedule lessons with the incoming teacher towards the end of the summer term.
- Share any relevant SEN information and paperwork about the pupil with their new teachers ahead of time. Including their Individual Education Plan (IEP).

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. How will my child be supported in their exams?

Your child's teachers and SENDco will monitor your child's normal way of working in the classroom and consider any adjustments that are made in order for them to reasonably complete their work. The SENDco will make a decision about whether or not your child needs extra time or another access arrangement for their exams based on this information. Parents and carers should let the SENDco know as soon as possible if their child has additional needs and may need access arrangements.

An example of access arrangements that may need to be put in place to support your child could be-

- Extra time
- Scribe
- Word processor
- Supervised rest breaks
- Prompter
- Reader/ Computer reader
- Braille transcript
- Practical assistant

For extra time, access arrangement assessments may be completed with a qualified assessor to determine whether extra time is required.

JCQ guidance for parents, carers and students about access arrangements- [PLMR JCQ1799 Parent EAA JCQ Info sheet A4 1pp PDF v2.indd](#)

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

Our SENCO, April Howard is the designated teacher for all three centres. They work to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Our Complaints policy- [Microsoft Word - HPRS Complaints policy Jan 2025 to Jan 2027](#)

Complaints about SEN provision in our school should be made to your child's tutor/ mentor in the first instance. This can then be taken to either the Deputy Head Teacher or one of the Assistant Head Teachers. They will then be referred to the school's complaints policy.

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 [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, 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.

The Herefordshire Council SEN team will provide information about local mediation services. In most cases a mediation certificate will be needed before you can appeal to the SEND Tribunal.

19. 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 Herefordshire County Council's local offer. Herefordshire publishes information about the local offer on their website: [Local offer special educational needs and disabilities – Herefordshire Council](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

sendiass@herefordshire.gov.uk

[Welcome to SENDIASS Herefordshire and Worcestershire | Worcestershire County Council](#)

Local charities that offer information and support to families of children with SEN are:

- ECHO Herefordshire- Projects and activities for people with disabilities in Herefordshire- [ECHO - For Extra Choices in Herefordshire](#)
- Marches Family Network- Activities, services and short breaks for young people with a range of disabilities- [Marches Family Network](#)
- Herefordshire Mind- Mental health charity- [Herefordshire Mind - Herefordshire's Local Mental Health Charity](#)

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

- Information and support with SEND- [IPSEA](#)
- Support for families caring for individuals with SEND- [SEND family support](#)
- Advice and support for parents and carers- [NSPCC](#)
- SEND support, advice and signposting- [Family Action](#)
- Parent-led information and resources- [Special Needs Jungle](#)

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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 (EHC) 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 SEN.
- **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 that explains what services and support are on offer for pupils with SEN in the local area.

- **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN.
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages.