



SEND Information Report July 2026

Henleaze Infant School is a 2-form entry school with Reception, Year 1 and Year 2.

The curriculum at Henleaze Infant School will ensure that:

Our children learn to celebrate their unique qualities and those of others and feel they belong to our school, our community, our city of Bristol, our country and the world. Our children are excited to learn, are curious and recognise the awe and wonder around them. Children gain the skills to learn effectively and the confidence needed to express their thoughts, challenges and opinions. They can think creatively to solve problems and meet new challenges with resilience. They have academic ambition and high aspirations for their futures. They have the foundations to grow into responsible, outward looking and generous global citizens, showing respect and empathy for others and our world. Our children have the knowledge, skills and emotional wellbeing to lead happy, healthy lives.

This statement encompasses all aspects of a child not just including their academic ability but also their social and emotional capacity. The school provides opportunities and resources to enhance learning in a way that is accessible to all children, whatever their experiences, to enable their individual and unique outstanding learning. To support our vision statement in ensuring our provision is inclusive for pupils we have resources the school uses through the funding received from the Government, via the Local Authority.

This provision includes:

- A SENDCo (Special Educational Needs and Disabilities Coordinator) shared across the Infant and Junior school.
- An Assistant SENDCO and a TA who will be taking on the lead for Pastoral Care throughout the school.
- Teaching Assistants who provide support within the classroom, small group interventions and 1:1 support.
- Staff who have experience in speech and language, autistic spectrum disorder, dyslexia, social and emotional learning, supporting challenging behaviour, reading interventions, social skills programmes and physical development interventions.
- Targeted social skills support during lunch times, e.g. nurture club, Lego club, a quieter eating space
- A dedicated Sensory room
- Trained staff with ELSA and Hamish and Milos programmes to support SEMH
- Teaching Assistants who provide support to specific children with complex special educational needs.
- Liaison with outside agencies including occupational therapy, physiotherapy, school health nursing team, speech and language therapy, North Star Outreach, Primary Mental Health and Educational Psychology service (access to these services may be limited according to what each can offer schools). We are also able to access support for individuals from the Bristol Autism Team (BAT).

Referral to the educational psychology service and BAT is limited to those the school deems to be of the highest priority.

Questions from a Parent or Carer's point of view

1. How does Henleaze Infant School know if children need extra help and what should I do if I think my child may have special educational needs?

- Class teachers are informally assessing your children constantly through general play observation, small group writing activities, group and individual reading, small group maths experiences and just being in and around the classroom. They may adapt activities to suit your child and monitor how your child responds.
- If you think your child may have special educational needs, please speak to your class teacher in the first instance. You can do this at parents' evenings or at other times by asking to meet with them or by sending an email for their attention to the school office or class email.
- If the class teacher becomes concerned, they will talk to you about what they have noticed and may put some additional support in place with the guidance colleagues and SENDCo or Assistant SENDCo. A 'Pupil Passport' may then be created to gather information about your child's needs and what helps them.
- The support may take the form of strategies, resources or an intervention. Not all children who need an intervention or some additional support will have special educational needs.
- We follow a graduated approach monitoring the impact of provision to meet individual needs on an 'Assess-Plan-Do-Review' cycle. (Graduated Response) See Appendix 1
- ● The SEND team can be contacted via: sendteam@henleaze-inf.bristol.sch.uk

2. How will Henleaze Infant School support my child?

- Children who are identified as having a special educational need will be supported as much as possible within the classroom with additional support as required. Support may be in the form of resources or intervention.
- The support may be documented on a pupil passport, for classroom or teaching adaptations, or on an outcome plan, which details more specific interventions needed in addition classroom adaptations.
- A team around the child, consisting of the classteacher and any Teaching Assistants will provide the support and review this regularly to ensure progress is being made. Class teachers arrange these review meetings with parents three times a year.
- The SENDCo or Assistant SENDCo may contact specialist agencies for additional support and input into a child's passport or outcome plan, overseeing the provision, with the class teacher who will be the daily point of contact.
- An initial meeting will be set up to explain the process and to ensure that it is a team approach around the child.
- The school has a named governor for SEND (Emilie Poletto-Lawson) who will oversee the provision for children identified as having a special education need. They liaise regularly with the SEND team through face to face meetings, written updates and governor meetings. Information detailing this is on the governor's page of the school website.

3. How will the curriculum be matched to my child's needs?

- All learning experiences are differentiated to the abilities of the children within the class to enable all children to achieve the learning objective. Regular assessments are made by both the class teacher and pupils to ensure progress is being made.
- The learning environment and ethos within the classroom is set up to support children to ask questions and to develop strategies to become an independent learner. This enables the support required to be specific.

- Further adaptation to the curriculum may be needed to meet your child's needs. This is led by class teachers. Teaching assistants may support these adaptations. Our school Inclusion Team, which is the SENDCo, Headteacher, Deputy Headteacher and Assistant SENDCo, may also assist in matching the curriculum to your child's needs.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- We have an open door policy within school which encourages parents to talk regularly with staff to raise concerns as well as to celebrate successes. Feedback from what a child has been doing at home is welcomed.
- We have new parent meetings, year group meetings and curriculum information scheduled throughout the year which encourages parents to learn how we teach children within the school and how this can be supported at home. There is also additional information on the website, including the weekly blog pages for each year group, giving weekly more detailed information of the learning week-by-week.
- The parents' evenings are held twice throughout the year with a formal report given to parents at the end of each academic year. Prior to these an 'Open Book Session' is held which gives an opportunity to have a look (alongside your child) at the learning they have been doing and to prepare parents for the more formal review at the parents consultation meeting or written end of year report..
- A child who has been identified as needing additional support will have an alternative, extended time meeting three times a year to review their progress against their specific targets as identified on their outcome plan. This may be at the same time as parents' evenings. Further reviews may be required throughout the year.
- If a concern is raised about a child, a meeting with a follow up date will be arranged to address specific targets which will be supported in school and to suggest ways that this can be followed up at home.
- Children who have an EHCP will have a more formal review annually with parents and the class and SEND teams.

5. What support will there be for my child's overall wellbeing?

- We care for the whole child. We are an infant school with very young children and so our whole ethos is centred on caring for the children and ensuring their emotional, pastoral, medical and social support.
- We have an age-appropriate, attachment aware Behaviour Policy to support the development of a positive ethos and learning environment. This follows up to the Junior school for consistency.
- We have a school council which enables children to share their views and contribute to the overall wellbeing of each child.
- Children with specific needs both socially and medically will be supported in whatever way may be required through individual, small group or whole class situations.
- Every child is an individual and we are committed to ensuring all needs are met and listened to.
- Our Assistant SENDCo is a trained ELSA - an Emotional Literacy Support Assistant. She works with a small number of individuals and small groups identified by staff. Other teaching assistants are also trained to use the 'Hamish and Milo' Programme which also offers support for a child's well being and emotional and social health. Our newly appointed Pastoral care lead will also be working with children during transitions, in class and to offer 1:1 and small group interventions.

6. What specialist services and expertise are available at or accessed by Henleaze Infant School?

- We have access to health, therapy and social care services where appropriate. During the academic year 2025-26, the school took part in a PINS Project which included audits of current practice and training for staff.
- We have staff experienced in specific speech and language, fine and gross motor control strategies.

- Access to services is on a referral basis and will be accessed in agreement with the SENDCo, Class teacher and parents.
- Educational outside agencies include: Educational Psychology and the Bristol Autism Team. Access to these services is limited and will be prioritised by the SENDCo and Headteacher with an overview of the needs in our setting.
- Specialist health services with whom we work include Speech and Language Therapy (SaLT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); North Star Behaviour Outreach Team (NSO), other health professionals.
- We work with First Response, Early Help, Social Services and the Community Police
- Within the school there are trained first aiders and those trained to administer medication.

7. What training are the staff supporting children and young people with SEND had or are having?

- We regularly invest time and money in training our staff to improve our universal offer for all pupils, and to develop enhanced skills and knowledge to deliver SEN support through short-term support interventions as well as individualised support. This includes programmes such as Unlocking Letters and Sounds precision teaching (phonics and Reading, Number Sense, Funkey Maths, Time to Talk, NELI (Nuffield Early Language Intervention) as well as strategies based on Attachment Theory (holding in mind, team around the child), Team Teach, Hearing Impairment and working with those with specific medical conditions (as appropriate). ELSA and Hamish and Milo programmes are also both used.
- We have a qualified ELSA (Emotional Literacy Support Assistant), who was trained by and has ongoing supervision with local authority Educational Psychologists.
- Classrooms are planned to be a communication-friendly environment where visuals and predictable routines support children, including those who have an Autistic Spectrum Condition (ASC). The classrooms use consistent visuals and the environments are uncluttered to support a reduced cognitive load. 2 classrooms have special ceiling tile modifications to support children with hearing impairments.
- Our SENDCo is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members receive regular training to best support our pupils with SEND, for example in autism, speech and language needs and social and emotional needs. During the academic year 2025-26 we were part of the PINS project. The Partnerships for Inclusion of Neurodiversity in Schools (PINS) program is an NHS and Department for Education initiative. It places health/education specialists and parent carers into mainstream primary schools to train staff, adapt learning environments, and improve Special Educational Needs and Disabilities (SEND) provision

8. How will my child be included in activities outside the classroom including school trips?

- All children have the opportunity to attend learning experiences both in and outside of the classroom.
- Our SEND and Accessibility Policies promote involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
- Learning experiences based outside of the classroom will have specific requirements that are being met in order for all children within the class to take part.
- Parents will be invited on the activity/trip (as the opportunity is given to all parents) and resources will be put in place in order to be inclusive.

9. How accessible is Henleaze Infant School?

- The building is fully wheelchair accessible through the rear of the school and is a one storey building.
- All specialised SEND equipment is stored securely within the school.
- Children have Personal Evacuation and Emergency Plans (PEEPs) where appropriate.
- Improvements have been made to the environment to ensure it is visually accessible.
- There are disabled changing and toilet facilities.
- Information can be provided in different languages and translators in attendance at meetings if required.
- Outside agencies support the school to audit the environment to meet specific needs, e.g. Hearing Impairment Team.
- Our accessibility plan can be found in our school policies page on the website. [Link here](#)

10. How will Henleaze Infant School prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?

- A careful Induction plan is in place for all children entering our setting. This is reviewed annually and responses to parent voice are used to support this.
- Visits to pre-school settings, short visits to the school, home visits and a staggered start to school ensure that children have many opportunities to build up to starting school in a way that is accessible to all children
- Discussions can be held with the class teacher as to what/how this can be managed specific to the needs of a child with SEND. SENDCo or assistant SENDCo will also be involved in individual meetings if necessary.
- Most children leave the Infant school to enter the partner Junior School. There is a good relationship between the schools and specific transition arrangements will be put in place for those with SEND. Although the Junior School will be aware of your child early on within their schooling, a specific initial transition meeting will be held in the spring before your child is due to transfer in the Autumn. Our SEND team works closely with the Junior school and starts transition planning and meetings as early as possible. Our SENDCo works across both schools, further supporting transition. This is for all children with enhanced transition who have school support provision or an EHCP.

11. How are Henleaze Infant School's resources allocated and matched to children's special educational needs?

- Our finances are monitored and audited regularly, both internally by the Leadership Team, School Finance Assistant, Governors Resources Committee, Amplify Trust Finances Team and externally via the Local Authority Auditing Team and Finance Officer. We utilise resources to develop our overall SEND provision as well as individual learner needs. This year we will also be in receipt of the new IMF additional funding for SEND.
- Funding is specific to each school and a contribution may be awarded towards provision for individual children depending on their specific education needs.
- The budget is allocated on a needs basis relative to the intake of the school.
- We aim to ensure that all children's needs are met to the best of the school's ability with the funds available. We have an experienced team of Learning Support Assistants who deliver programmes designed to meet groups' or individual children's needs.
- The school follows a graduated approach to supporting pupils based on their needs and do not need to wait for formal diagnosis. Where a child's special educational needs are complex and a high level of provision is both appropriate and effective, it may be relevant to apply for funding from the High Needs Block from the Local Authority. The SENDCo leads this process in liaison with the Head Teacher and will continue to work with parents to gather their views.
- If an EHCP is assigned to an individual child this may also bring some additional funding for their provision. Funding is not always awarded to an EHCP.

12. How is the decision made about what type and how much support my child will receive?

- Monitoring of academic and social-emotional progress will be made following our graduated approach.
- The parents are at the heart of the process and will have access to support where appropriate.
- Quality First Teaching and Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.
- Should additional support be required, this is undertaken after consultation with the relevant staff, outside agencies where appropriate, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the Named Governor for SEND and Inclusion.
- If a concern is raised about a child's progress, advice will be sought from the SENDCo and it will be raised with parents. If appropriate a Pupil Passport or Outcome Plan will be drawn up between the teacher, SEND team and any outside agencies in consultation with parents.
- If progress is still not at an expected rate, a meeting will then be arranged by the class teacher which will include the parents, class teacher and possibly SENDCo or other staff who may work with the child to talk about other strategies that could be put in place (including access to outside agencies).
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- A review meeting will be set up by the class teacher to make the targets time specific.
- The SENDCo and Assistant SENDCo will have the overview of what happens day to day and will coordinate the support.
- The class teacher will have day to day contact with the children and monitor progress. This will be reported to both the parents and SENDCo.

13. How are parents involved at Henleaze Infant School? How can I be involved?

- The school warmly welcomes parental involvement.
- All parents have opportunities to be involved in the school. This could be through becoming a Parent Governor, Parent Class Rep, a member of the Parent Teacher Governor Group, being involved in a FHIS (Friends of Henleaze Infant) event to raise funds for the school, or by being a parent helper in school (a reading ranger) or on a trip.
- An annual parent survey is used to obtain parent view to inform future actions

14. Who can I contact for further information?

- You can ask your class teacher or contact the SENDCo through the school email system.
- Information regarding the Local Authority's Local offer and support for children with Special Education Needs can be found on their website www.bristol.gov.uk/web/bristol-local-offer
This website has many links to other organisations to support children with a range of needs.
- You can also contact SAY, 'SEND and You'
Follow this link to their website:
<https://www.bristol.gov.uk/bristol-local-offer/advice-and-support/advice-and-support-for-parents-and-carers>
They run free SEND courses and workshops for young people, parents and carers and also offer support groups and 'surgeries' in local areas.
 - We also hold coffee mornings in school, 3 times a year where representatives from the school nurse services ([Sirona care and Health](#)) and [Bristol Parent Carers](#) are available for you.

15. How do I make a complaint?

If a parent/carer is concerned about SEND provision they should, in the first instance, have discussed concerns with the class teacher. If concerns remain, parents/carers should then contact the SENDCo who will aim to resolve the situation. Sometimes a number of meetings or a period of time may be required to resolve the concern.

Where a parent/carer feels that a situation has not been resolved through regular contact with the class teacher/SENDCo or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. This will be treated as an informal complaint and most complaints are normally resolved at this stage.

Where no satisfactory resolution has been found or any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or on the school's website by following the link below.

[A link to our complaints policy can be found here](#)

[Appendix 1: Henleaze Schools Graduated Response](#)

[Appendix 2: School Core Offer and Additional Send Support](#)

[Appendix 3: Glossary](#)