



"SMALLEST OF ALL THE SEEDS BECOMES THE GREATEST OF TREES."

MATTHEW 13:31-32



Canon Pyon Church of England Academy **SEND Information Report**



Reviewed: Autumn 2025
Miss E Pritchard-Smith



Our School

At Canon Pyon CE Academy, the well-being and development of each child underpins all that we do. Our school is a high inclusive environment which values all members of our school community. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone. We offer a range of provision, structured around the individual needs of the pupil, which enables them to achieve their best.

SEN Information (correct as of September 2025)

The table below details numbers of pupils with SEND nationally compared to Canon Pyon CE Academy.

	National %	Canon Pyon CE Academy %
Education Health & Care Plan	5.3	4.9
SEND Support (inc. EHCPs)	14.2	16.9

The table below details characteristics of those on SEND Support (inc. EHCP).

	National %	Canon Pyon CE Academy %
Boys on SEND Support (inc. EHCP)	62.8	63.6
Girls on SEND Support (inc. EHCP)	37.2	36.6
FSM on SEND Support (inc. EHCP)	37.5	18.2
EAL on SEND Support (inc. EHCP)	15.3	0

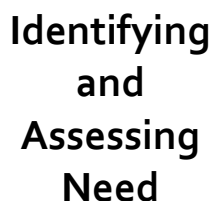
The table below indicates the primary needs of the children on the SEND Register at Canon Pyon.

	Canon Pyon CE Academy %
Cognition & Learning	54.5
Communication & Interaction	36.4
Social, Emotional & Mental Health	9
Sensory & Physical	0

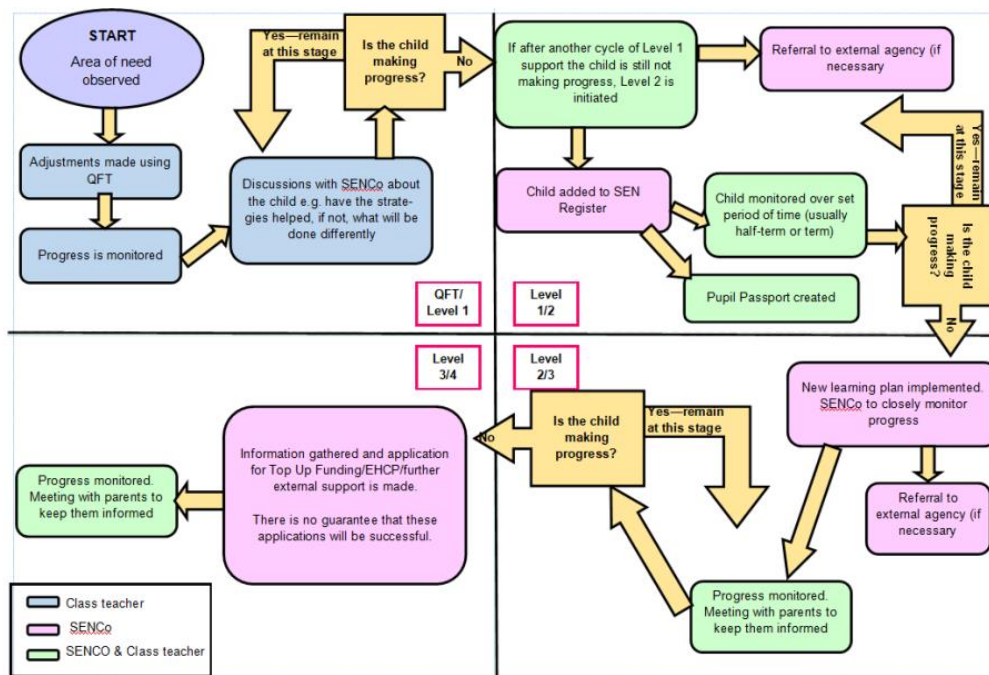


If you would like to contact Miss Pritchard-Smith, please call school on **01432 830334** or email canonpyon@orchardmat.org.uk

The SEND Advocate is Julie Kavanagh. She can also be contacted on the details above.



At Canon Pyon CE Academy, we work closely as a team and class teachers have regular discussion with the SENDCo regarding the needs of children in their class. SEND Support falls into four different levels, as detailed below.



Level 1

All children are facilitated to do their best through the use of Quality First Teaching. The class teacher is responsible and accountable for the progress and development of all the pupils in their class - including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. If staff have concerns regarding a pupil, they will discuss this with the SENDCo, complete an internal referral form and discuss their concerns with parents/carers.

At this stage, the child will be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review', as detailed below.



Level 2

After a period of time, usually a term or half-term, we will decide if a child needs to be placed on the SEND register. This decision will be made based on the progress made since being placed on the monitoring register.

If this is the case, a Pupil Passport will be created for the child which will set specific targets for the child to work towards. Pupil Passports are reviewed termly and are shared with parents.

Level 3

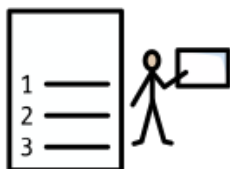
Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Level 4

When expert advice has been sought and followed but expected progress has still not been made, level 4 involves considering requesting an Education, Health and Care Plan (EHCP).

'The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' (SEN Code of Practice 2014).

An EHCP can be requested by; a child's parent; a young person over the age of 16 but under the age of 25; a person acting on behalf of a school.

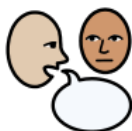


Our approach to teaching children with SEND & Curriculum Adaptions

The teachers at Canon Pyon have the highest possible expectations for all pupils, including those with SEND. All teaching is based on building on what your child already knows, can do and can understand.

Wherever possible children are taught alongside their peers in flexible teaching groups. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. Examples of some of these are detailed in the table below.

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology/apps	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive reinforcement
		
Ear defenders	Timers	Explicit instruction
		
Speech & Language Interventions	ELSA	Specialist equipment e.g. writing slopes, wobble cushions etc.
		
Fidget toys	Precision teaching	Visuals

We also seek advice and equipment from outside agencies as and when the need arises, such as:

		
NHS Speech & Language therapists	Educational Psychologist	Occupational therapy team
		
CAMHS	Young Carers	Behaviour Support Team
		
Local Authority SEND team		

The SENDCo regularly and carefully reviews the quality of teaching and how children with SEND are catered for. They do this by conducting learning walks, analysing books, talking with children/staff, progress data analysis, lesson observations and via discussion at staff meetings. All information is used to form an annual action plan that is centred on school improvement. This is done alongside the school's leadership team.



Parent Consultations

At Canon Pyon CE Academy, we work closely with parents/carers and recognise that they have much to contribute to our support for pupils with SEND.

Each term, pupils on the SEND Register will have their Pupil passports updated. These are then sent to parents/carers to ensure they are aware of their child's progress and attainment as well as the targets they are working towards. Parents are invited to comment on the Pupil Passport and/or provision being made for their child, and can also request a meeting with the SENDCo and/or class teacher.

Parents/carers are also able to contact the SENDCo at any time, using the information above, or the class teacher using Seesaw.

Each year, parents/carers of children who have an EHCP will be invited to attend their child's Annual Review. This meeting will review the pupil's progress towards their EHCP outcomes and review the provision that is currently in place.



Pupil Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

When reviewing their Pupil Passports, pupils are asked to reflect on the progress they have made, how they learn best and what adults can do to best support them. Their views on this then inform the provision outlined in their Pupil Passport.



Evaluating Provision

At Canon Pyon CE Academy, we use a number of strategies to review the provision on offer. This includes:

- Review progress in staff meetings and discussing next steps.
- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Regularly reviewing children's individual progress towards their goals.
- Asking our children if they feel the adjustment or intervention is helpful and makes a difference.
- Monitoring by the SENDCo.
- Holding annual reviews for children with Education Health Care Plans
- SEND discussions at Advocates meetings



Staff Training

We believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Autism Awareness	De-escalation	Child Development	Phonics (inc. catch up interventions)
			
Specific Learning Difficulties	Speech and Language	Precision teaching	Team Teach
			
Attachment	Restorative practice	ELSA	Colourful semantics



Transition Support

Nursery to Reception

Our Reception teacher conducts nursery visits during the summer term to meet new starters and discuss their needs with the professionals in their pre-school setting.

We hold a parent/carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENDCo.

New reception children are also invited in for settling in sessions, in their new classroom with their new teachers and peers, during the summer term.

End of Year transition

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Pupil Passports.

Secondary transition

We liaise very closely with secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible and that we effectively meet the needs of individual pupils.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, the SENDCo and class teacher will meet with the

	previous setting to discuss the pupils needs and how we can best support them. Discussions with the family, SENDCo and class teacher will also be facilitated. <u>Mid-Year leavers</u> When a pupil leaves Canon Pyon CE Academy, the SENDCo will meet with the new school to discuss the pupils needs and will transfer all relevant documentation.
 Complaint Procedure	If you have any concerns regarding the support your child is receiving, please contact their class teacher. If you are not satisfied that your concern has been addressed, then you may arrange a meeting with the SENDCo. If you are not satisfied with the response from the class teacher and SENDCo, please contact Mrs Kelly Carpenter, Headteacher. If you are still not happy with this response, then you may contact Julie Kavanagh, SEND Advocate, on the details below. Phone: 01432 830334 Email: canonpyon@orchardmat.org.uk
 Herefordshire Local Offer	The Children and Families Act (2014) requires all local councils to set out a 'local offer' of the support available to assist children and young people, aged from birth to 25 years of age (and their families) who are disabled and/or have special educational needs. The local offer should include information about: 1. Education, health and social care services from birth to 25 years of age 2. Eligibility criteria to access specialist support services 3. The support arrangements available to help you access the services you need 4. How to make a complaint The Local Offer is a one-stop-shop for parents, carers, family members and practitioners working with families to find the information they want about support and services for children with special educational needs and disabilities. You can view Herefordshire's local offer here: https://www.herefordshire.gov.uk/localoffer