

SEND – Frequently Asked Questions



What does SEND mean?

SEND stands for Special Educational Needs and/or Disabilities. A child may have SEND if they need additional support to help them learn, communicate, regulate their emotions, or manage physical or sensory needs.

What should I do if I think my child has an additional need?

If you have concerns, the first step is to speak to your child's class teacher. They know your child well and can discuss what has been noticed in school. If concerns continue, the teacher may involve the Inclusion Team to explore how we can best support your child.

How does the school identify SEND?

We believe in early identification. We use ongoing classroom assessment, observations, pupil and parent voice, and progress monitoring to identify additional needs as early as possible.

How will my child be supported?

Support is tailored to your child's individual needs and may include classroom adaptations, small group or targeted support, specialist strategies, or additional resources. We follow a graduated response approach: Assess, Plan, Do, Review.

Will my child need an EHCP to get support?

No. Many children receive effective support without an Education, Health and Care Plan (EHCP). An EHCP is considered when a child requires highly specialist or long-term support beyond what the school can usually provide.

What specialist support does the school offer?

We work with specialist professionals, including Speech and Language Therapy and therapeutic support for social, emotional and mental health needs, alongside close partnership working with local services. These include the Educational Psychology team and the Inclusion Advisory Team (IAT). IAT are a multidisciplinary team who have expertise in early childhood development, cognition and learning, SEMH and communication and interaction (including autism) across all phases of education.

How are parents involved?

Parents and carers are central to our approach. We listen carefully to parent views, share plans, review progress together, and communicate regularly about how support is working.

What if my child has social, emotional or mental health needs?

We support emotional wellbeing through nurture-based approaches, therapeutic interventions, emotional regulation strategies, and close collaboration with families and external professionals.

How does the school support children with autism?

Children who are on the autism pathway or who have a diagnosis are supported through autism-informed classroom strategies, environmental adaptations, staff guidance from trained practitioners, and close collaboration with families.

What happens if my child's needs increase?

If a child's needs change, support is reviewed and adapted. Additional strategies, external professional involvement, or further assessments may be considered, and next steps are discussed openly with parents.

Who can I speak to if I still have concerns?

You can speak to your child's class teacher, a member of the Inclusion Team, or the SENCO, Donna Bedlow, who oversees SEND provision across the school.

How this information links to our SEND Information Report

The information provided in this SEND Frequently Asked Questions (FAQs) section is closely aligned with our SEND Information Report. The SEND Information Report provides more detailed information about how we identify, support, and review provision for children with SEND at Hunslet Carr Primary School.

You can find further detail in the SEND Information Report about:

- How SEND is identified and assessed
- Our graduated response (Assess – Plan – Do – Review)
- The range of support and interventions available
- Support for social, emotional and mental health needs
- Education, Health and Care Plans (EHCPs)
- How parents and carers are involved in SEND support and decision making

The SEND Information Report is reviewed and updated annually and reflects our commitment to early identification, inclusive practice, and working in partnership with families and professionals to remove barriers to learning.

If you would like a paper copy of the SEND Information Report, or would like support understanding any part of it, please contact Donna Bedlow (SENCO) or Elaine Boyce (SENCO assistant) in school.