



Endon High School

Special Educational Needs (SEN) Information Report

Updated January 2026

This report provides information and guidance for parents, prospective parents and stakeholders on the SEN provision at Endon High School. It complies with statutory duties under the Special Educational Needs (Information) Regulations (Clause 64), the Children's Acts 1989 & 2004, the Equality Act 2010, the Children and Families Act 2014, and the SEND Code of Practice 2014.

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The Four Areas of SEN

The SEND Code of Practice (2014) identifies four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Pupils identified before or during their time at Endon are placed on the SEN Register under the relevant category.

Who Is Responsible for Supporting SEN Pupils at Endon?

SEN is a shared responsibility across all staff — teachers, tutors, pastoral support — assisted by a skilled Inclusion Support Team.

Key Contacts

- SENDCo: Mr Aidan Jenkins
Email: aidan.jenkins@endon.set.org
- Assistant SENDCo: Mrs Donna Watt
Email: Donna.Watt@endon.set.org
- General school enquiries: office@endon.set.org

How Does Endon Identify Pupils Who May Have Additional Needs?



A pupil may be identified as having SEN if they require provision that is “*additional to or different from*” the majority of their peers. Identification may occur through:

1. Tracking progress and attainment
2. Concerns raised by teachers, parents or previous schools
3. Pupils requesting support
4. Assessments or recommendations from external professionals

Where appropriate, a Pupil Passport is created to share important information and strategies with staff.

Assess, Plan, Do, Review (APDR)

Once a concern is raised, the SENDCo/Assistant SENDCo works with the pupil, parents and staff to identify next steps.

Provision may include:

- An Individual Education Plan (IEP) or Pupil Passport
- Targeted interventions
- Additional monitoring
- Referral to external agencies

Pupils may be placed on the SEN Register following these discussions.

Education, Health and Care Plans (EHCPs)

Where a pupil’s needs are complex and cannot be met within school resources, a request may be made to the Local Authority for an Education, Health and Care Needs Assessment.



Successful applications result in an EHCP, usually issued within 20 weeks and reviewed annually.

External Agencies

Specialist services may include:

- **Special Educational Needs Support Services (SENSS)**
- **Educational Psychology**
- **Autism Outreach**
- **Behaviour Support**
- **Hearing/Visual Impairment Services**
- **Physical & Disability Support**
- **CAMHS / Younger Minds**
- **School Nurse**
- **Social Care**
- **Local Support Teams**

Monitoring and Supporting Pupils with SEND

Support may involve:

- **High Quality First Teaching**
- **Reasonable adjustments (equipment, ICT, scaffolding)**
- **Ongoing assessment**



- **Staff training**
- **Pupil and parent voice**
- **Interventions**
- **Attendance and behaviour monitoring**

How Will the Curriculum Be Adapted?

Teachers plan using prior attainment and differentiate work to meet the diverse needs of all pupils.

Adaptations may include:

- **Scaffolded tasks**
- **Specialised resources**
- **ICT aids**
- **Setting structures**
- **Additional adult support**
- **Adjusted curriculum pathways where appropriate**

SEND Hub and MAP Room (Internal Alternative Provision)

SEND Hub

The SEND Hub provides flexible, short-term assistance for pupils needing support outside of mainstream lessons, including:

- **Short time-out breaks**
- **Reintegration support**



- Access to SEND staff
- Direct intervention sessions
- Pastoral support and regulation strategies

This support is accessed based on need and is intended to be responsive and time-limited.

MAP Room (Internal Alternative Provision)

The MAP Room is a structured alternative provision for pupils who have specific, significant, or ongoing needs that require a more sustained and personalised approach than classroom differentiation or short-term interventions can provide.

The MAP Room offers:

- A calm, supervised, structured environment
- Personalised programmes designed through the APDR cycle
- Support with emotional regulation, confidence, behaviour for learning and engagement
- A blend of academic support and targeted social/emotional interventions
- Regular review to ensure provision remains effective
- Planned reintegration pathways back into lessons where appropriate

Access to the MAP Room is pre-planned and agreed between the SENDCo/Assistant SENDCo, pastoral staff, parents/carers, and the pupil (where appropriate).

Full operational details can be found in the school's MAP Room Policy.

Descriptions of SEN Needs

Communication & Interaction



Includes speech, language and communication needs and Autism Spectrum Conditions.

Cognition & Learning

Includes moderate, severe and profound learning difficulties, dyslexia, dyscalculia, dyspraxia, and difficulties with memory or processing.

Social, Emotional & Mental Health (SEMH)

Includes anxiety, depression, ADHD, attachment difficulties, and challenges with emotional regulation.

Sensory & Physical

Includes visual impairment, hearing impairment, physical disabilities and some medical conditions requiring adaptations.

Government SEND Review

We support the national aim of providing “*the right support, in the right place, at the right time*”, and continue aligning school practice with government recommendations.

Additional Information for Parents

Staffordshire SEND Family Partnership

<https://www.staffordshireconnects.info>

Stoke-on-Trent SENDIASS

<https://sendiass-stoke.co.uk>

Tel: 01782 234701

Staffordshire County Council SEND Support



<https://www.staffordshire.gov.uk/education/SpecialEducationalNeeds>

Staffordshire Local Offer

<https://www.staffordshireconnects.info>

Complaints

For SEND-related complaints, please contact:

**Academy Councillor for SEND: Mr Hamnett
Via Clerk to Councillors: Mrs J. Sawyer
Email: secretary@endon.set.org**