

SEN Information Report
September 2019

Introduction

Holly Primary School celebrates the differences between all of our children and young people and value the contribution which every member of each school makes to the school community and our community as a whole.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (CoP 2014 1.24)

The four broad 'areas of need' that children may experience, as recognised by Nottinghamshire Local Authority are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local Offer?

The Local Authority (LA) Local Offer

- The Children and Families Bill of 2014, states that Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Please click on the 'Local Offer section' of our WIKI to take you directly to the LA website

The School Special Education Needs (SEN) Information Report

This utilises the LA Local Offer to meet the needs of pupils with SEN as determined by school policy, and the provision that the school is able to meet.

14 of the most commonly asked questions by parents are listed below:

Question 1

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Coordinator (SENCo) know as necessary.
- Writing Pupil Progress targets/Provision Maps/Pupil Support Plans, which could be based on the smaller steps outlined in PIVATS (Performance Indicators for Value Added Target Setting), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo: Miss Jade Millington

Responsible for

- Developing and reviewing the school's SEN policy.
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:
 - i) Involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN Provision Map (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that a record of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mr. Duncan White

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs. Emma Crawford

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.