



SEN Information Report
September 2021

Introduction

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

We strive to ensure that all pupils, including those with Special Educational Needs or Disabilities (SEND), are supported to make good progress and achieve their full potential. Our inclusive curriculum, dedicated to meeting the needs of each individual child, enables all pupils to be included fully in the life of our school and its community.

Quality teaching is vital; however for some children there are occasions when further positive support may be needed to help them to achieve their targets. Pupils with Special Educational Needs or Disabilities (SEND) are supported in a variety of ways: through differentiated activities, adult support, intervention groups and support from outside agencies.

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 Local Offer provides information for children and young people with Special Educational Needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

Click the link below to see Nottinghamshire's local offer.

www.nottinghamshire.sendlocaloffer.org.uk

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 and 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: Mr Ashley McIlwaine



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 Psychologist 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: Helen Berry

Responsible for

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

Question 2

What are the different types of support available for children with SEND at Holly Primary School?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo or other professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific Group Work Intervention

This may be:

- Run in the classroom or group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist support offered by outside agencies, e.g. Speech and Language therapy or physiotherapists

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse
- Outside agencies such as Sherwood Area Partnership (SAP)

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard' and asking relevant professionals for support. These referral systems take place termly and include the Garibaldi Family of schools representatives. If support is then allocated, it may help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child's class teacher for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs might be severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups. Your child might also need specialist support in school from professionals outside the school.

This may be from:

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the School Nurse
- Outside agencies such as Sherwood Area Partnership (SAP) or Speech & Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support or give next step suggestions for enhancing your child's support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

Question 3

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENCo)

Mr McIlwaine

- The school SEN Governor or Head teacher can also be contacted for support

Helen Berry and Mr White

They can be contacted via the school office on 01623 477280

Question 4

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as making a limited amount of progress, the class teacher will set up a meeting to discuss this with you. This may initially take place during parent's evening, with a longer meeting being set up at a later date to discuss concerns in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Consider how we as professionals can support you and your family at home.
- Discuss with you any referrals to outside professionals to support your child

Question 5

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Nottinghamshire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Head Teacher and the SENCo discuss all the information they have about individuals with SEN in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of pupils with SEN on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Question 6

Who are the other people providing services to children with SEN at Holly Primary School?

School provision

- Teachers responsible for teaching groups/individuals with SEN
- Teaching Assistants working with either individual children or small groups.
- Family SENCo (providing support across the family of schools)

The SENCo will seek advice, as appropriate and in consultation with you, around individual pupils, from external support services through the termly Springboard meetings:

- Early Help Unit and Multi-Agency Safeguarding Hub
- School and Families Specialist Services
- Speech and Language Therapy Service
- Community Paediatrician
- Occupational Therapist
- Physical Disability Support Service
- Personal, Social and Educational Development (PSED) Team
- Healthy Families Team

Question 7

How are the staff in school helped to work with children with SEN and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) Speech and Language difficulties (SLT), Communication, Cognition and Learning, Physical and Sensory difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the SFSS Team

Question 8

How will the teaching be adapted for my child with SEN?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can make reasonable adaptations to planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be reasonably adapted, on a daily basis if needed, to meet your child's learning needs.

Question 9

How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head teacher and SENCo every half term in reading, writing and math's.
- If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps (PIVATS – Performance Indicators for Value Added Target Setting).
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and is the results that are published nationally.
- Where necessary, children will have a Pupil Support Plan or based on targets set by outside agencies specific to their needs. Targets will be set using these assessment levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an annual review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Question 10

What support can we offer for you as a parent of a child with SEN?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used and vice versa.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.
- Personal progress targets will be reviewed with your involvement every term during a private Learning Review appointment.
- Homework will be reasonably adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Question 11

How is Holly Primary accessible to children with SEN?

- The school is fully compliant with Physical Disability Support Service (PDSS) requirements.
- The school is on a single level with easy access and double doors.
- The front desk is wheel-chair height
- There is an onsite disabled toilet, shower area and changing facilities.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

Question 12

How will we support your child when they are joining, leaving or moving within Holly Primary School?

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools or home with the Foundation Stage Leader when appropriate.
- If your child would be helped by an 'All about Me!' book to support them in understand moving on, and then one will be made for them including both home and school information.
- A transition booklet with photographs can be made showing the classroom and teacher for you to talk about with your child.
- Your child will be able to visit our school and stay for a new starter's session.
- The SENCo will arrange any multiagency meetings appropriate to support you and your family.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by an 'All about Me!' book to support them in understand moving on, and then one will be made for them including both home and school information.
- We will endeavor to make regular and planned transition visits to your child's new school with your child.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in every case a planning meeting will take place with the new teacher. Provision Maps and existing Support Plans will be shared with the new teacher.
- If your child would be helped by an 'All about Me!' book or a One Page Profile to support them in understand moving on, then one will be made for them.

- All children spend a morning in their new class at the end of the Summer term. Children with SEN are supported by additional adults if necessary.

When moving to secondary school:

- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a personal profile to support them in understand moving on, then one will be made with them.

Question 13

How will we support your child's emotional and social development?

We are an inclusive school, centred on providing life-long, enquiry-based, aspirational, relevant and nurturing support for ALL. We welcome and celebrate diversity and believe that high self-esteem is crucial to children's well-being. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- We are in the process of building an in-school sensory room which will be run by highly trained teaching staff.
- Where appropriate, Forest Schools club is run for specific children outside of Early Years. This is designed for children to learn how to co-operate with one another in a small group and be responsible for looking after a living environment.
- Lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission the SENCo will access further support through the CAF/EHAF process.
- Staff will be available in the mornings to meet and welcome all children. Specific meet and greet support can be put into place to ensure a smooth transition between school and home.
- ELSA support (emotional literacy support). These sessions are led by our trained ELSA (Mrs Draycott) and are adapted to meet the emotional and social needs of individual child.

Children will learn:

- how to stay safe and healthy
- how to build and maintain successful relationships
- how to become active citizens, responsibly participating in society around them.

Question 14

Where can I access further information?

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the Government's reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

You can also seek advice from the Parent Partnership, which you can access from the link below:

<http://www.ppsnotts.org.uk/>