



Working together; Aiming high; Always kind

Holme Hall Primary School SEN Information Report September 2024

At Holme Hall Primary School, we welcome everybody into our community. The Staff, Champions, pupils and parents work together to make our school a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes and other learning interventions developed to personalise learning.

Pupils want to come to school to experience our high-quality learning provision. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

Key People:

Headteacher – Ms J Littlechilds

Trust Partner – Mrs L Whiteley

SENCo – Miss H Hinitt

School Champion – Mrs L Whiteley

My name is Holly Hinit and I am the SENDCo at Holme Hall Primary School.

I co-ordinate the specific provision that is put in place to support children with SEND.

I am responsible for the implementation of the Special Educational Needs Policy and for overseeing the maintenance of the Special Needs Register.

I liaise with the class teachers, supporting and encouraging other members of staff where and when necessary.

Together we monitor pupils' progress and arrange further or different provision if progress is slower than expected.

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, specialist expertise will be secured.

As SENDCo I liaise with a range of external agencies who can give us more specialised advice and support. I also liaise with parents and relevant outside agencies including Medical and Psychology Services. I attend and cascade appropriate in-service training in order to meet new developments with policy and practice.

I also purchase and oversee the deployment of resources encouraging their efficient and effective use.

If you have any concerns about SEND matters, please contact me.

If your child has special educational needs and/or a disability and you would like to know more about what we offer at **Holme Hall Primary School** please contact us on

01246 237075 or e-mail us at

hpinform@learnerstrust.org or hpsenco@learnerstrust.org

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our Approach to Teaching Learners with SEN

At Holme Hall Primary School, we ensure that all pupils in our school are equally valued by having equal access to a broad and balanced curriculum which is designed to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants who run groups and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child

- Through the discussions with the children they are encouraged to take an increasingly active role in their targets, progress and next steps
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle through the assessment cycle and pupil progress meetings that allows us to monitor, review and plan for the next steps of development based on the ASSESS PLAN DO REVIEW cycle
- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning

Identifying the Special Educational Needs of Pupils

Holme Hall Primary School knows that a pupil has an SEN in a variety of ways.

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- Behaviour tracking system to see if a child is continually struggling with their emotions and concentration

It maybe that the school seeks additional information from a screen by a specialist teacher e.g. a dyslexia assessment, or assessments completed by outside agencies e.g., Educational Psychology, CAMHS, School Health, Paediatricians, Speech and Language Therapists

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or**
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided**

The Code of Practice 2014 identifies 4 key areas of SEN

- communication and interaction
- cognition and learning
- behavioural emotional and social development
- sensory or physical conditions.

Special Educational Provision is that which is **additional** to or **different** from that which is made generally for most children in school.

Recording SEND Information

Records are kept on each child. They are stored in either of two locations: records are either stored in the main office or on CPOMS. The Trust has recently purchased Provision Map where all records will be stored moving forward. Once a child's individual need is identified it is recorded on Provision Map. There is also a Medical List stored in the main office and staff room to enable staff to be kept informed of any medical information. This is updated by Ms Crawford (school administrator) and Ms Littlechilds. Care Plans, Pastoral Support Plans and information from outside agencies will also be stored in the above files or on Provision Map. General Learning Support and Intervention records are maintained, by class teachers, to chart children's progress, and uploaded onto Provision Map. The school's flexible approach allows for children to access support and intervention as and when necessary. Names can also be added or removed from the SEND Register following consultation with parents / carers and relevant agencies.

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

The class teacher

Responsible for:

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the Head of Inclusion and Support and parents as necessary
- Discussions with the child
- Ensuring that the school's SEN policy is followed in their classroom and for all the pupils they teach with any SEND and liaison with Teaching Assistants

SENCo – Miss Hinitt

Responsible for:

- Developing and reviewing the school's SEND policy and updating the SEN Information Report annually
- Co-ordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans
- Ensuring that parents / carers are:
 1. Involved in your child's learning
 2. Kept informed about the support your child is getting and impact
 3. Involved in reviewing how your child is doing and the next steps

- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Co-ordinating EHC referrals, Inclusion Funding Panel applications where appropriate

Head Teacher – Ms Littlechilds

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 your child's needs are met
- The Head Teacher must ensure that the School Champions Board is kept up to date about issues relating to SEND

Trust Partner – Mrs Bird

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND and that they are included in all areas of school life

What are the different types of support available for children with SEND in our school?

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.
- 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 including visual aids to support class work.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress (RM Assessment / Pupil Progress Meetings) 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 or intervention which may be:

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

Intervention programmes at Holme Hall Primary School include: 1stclass@number, Precision Teaching, Fine Motor skills work, Nurture Group, ELSA, Lego Therapy, Anger/Anxiety Gremlin, Talk Boost, Little Wandle Daily Keep Up and SEND programmes, Beat Dyslexia, Dyslexia Gold, The Big Red Bus and Behaviour Box

Specialist intervention provided by outside agencies

These could include Speech and Language Therapy, Inclusion Support Services, Transition Group

SEN Code of Practice 2014: School Support (SS)

- This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:
 - * Local Authority central services such as the Inclusion Support Service or Sensory Service (for students with a hearing or visual need)
 - * Outside agencies such as the Education Psychology Service (EPS).

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. The school will then implement recommended programmes and strategies. The specialist professional may come back in to review progress.
- If your child is identified by professionals as having a high level of need then the school can apply for an EHC plan which if successful will outline the number of hours support your child will receive from the LA and how the support will be used. It will have long term objectives for your child.
- If your child is identified as having significant Special Educational Needs, when their current needs are not evident as complex Education, Health and Care and are not necessarily long

term, Inclusion Funding will give access to specialist services, such as Inclusion Support Services, and give earlier opportunities to reduce barriers to learning for pupils.

How can I let the school know 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. They are usually available before and after school.

If you continue to be concerned that your child is not making progress, you may speak to the SENCO, Miss Hinit.

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

- Communication via Seesaw is ongoing
- Parents' Evenings – November / March
- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:
 - * listen and record any concerns that you may have
 - * plan any additional support your child may need including social and emotional support
 - * discuss with you any referrals to outside professionals to support your child's learning

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

- The school budget received from DFE includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher will decide on the deployment of resources and staff for children with SEND in consultation with the SENCO, on the basis of needs in the school and children
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;
 - * the children getting extra support already and the impact
 - * the children who have been identified as needing extra support
 - * the children who have been identified as not making as much progress through assessment such as Renaissance STAR and Provision Maps which for SEND children identifies all resources / training and support are reviewed regularly and changes made as necessary

Who are the other people providing services to children with SEND in this school?

School Provision

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants and/or teachers working with small groups or individual children under the direction of the teacher
- Small groups for reading interventions, writing support, fine motor skills work and numeracy programmes
- Teaching assistants offering support for children with emotional and social development through Nurture Group, Lego Therapy and Positive Play.
- Ms Littlechilds (Head Teacher) and Mrs Hawkins (Family Resource Worker) are trained in running and managing a TAF (Team Around the Family), Single Assessment Process and the Early Help Assessments

Multi-Agency Teams

- Inclusion Support Services
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Specialist Teachers for the hearing and visually impaired
- Information and Advice Support Services Network – IASS (Parent Partnership)
- Early Help Team

Health Provision delivered in school

- School Health
- Occupational Therapy
- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

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

- The SENCO's job is to support the class teacher in planning for children with SEND – recommend interventions, strategies that may help
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and different intervention strategies. The training is run by the Head Teacher, SENCO, Inclusion Support Service and other external agencies as appropriate
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class i.e.: Makaton and Autism Outreach
- Staff who are new to the school follow an induction programme which includes training and information on SEND.

How will teaching be adapted for my child with SEND?

- 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.
- Staff use Provision Mapping to identify children who are not making required progress and highlight possible interventions and monitor the impact
- Support staff, under the direction of the class teacher, can adapt 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- Numicon, number squares, sloping desks, computer programmes, triangular pencils, coloured overlays, visual timetables

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

Your child's progress is continually measured by their class teacher

- Progress in reading, writing and numeracy is formally assessed each term through STAR Assessment (and PIRA and PUMA where appropriate)
- Progress in phonics is formally assessed termly in EYFS and Key Stage 1.
- Progress is monitored regularly by the head teacher, Trust Partner, SENCO and Senior Leadership Team using STAR, RM Assessment and HelloData
- At the end of Reception, all children are assessed against the Foundation Stage Early Learning Goals. These are government requirements and the results are published nationally.
- At the end of KS2 (Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- Where necessary, children will have an individualised programme and specific targets based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary

- * The progress of children with an EHC Plan will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- * The SENCO will also check that your child is making good progress within individual work and targeted group work
- * Learning Walks and Book Scrutinies are carried out by teacher, subject leaders, SLT and School Champions
 - * Observations
 - * Data analysis
 - * ELSA and Boxall Profiles (Social, Emotional, Behavioural difficulties)
 - * Behaviour Profiles

What support do we have for you as a parent of a child with a SEND?

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENCO is available to meet with you to discuss any concerns or worries you may have (Please make an appointment with the school office or contact via email: hpsenco@learnerstrust.org)
- All information from outside agencies / professionals will be shared with you with the person involved directly, or where this is not possible in a report
- Individual Programmes and any targets will be shared with you
- Homework will be set so that it meets your child's individual requirements.
- If required a home / school communication book can be set up
- Link to the Derbyshire Local Offer through the school's website

How is Holme Hall Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy and Plan (see website)
- The school has a lift installed for access between infant and junior classes
- There is a disabled toilet area
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs

- Extra-curricular activities are accessible for children with SEND
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.

How will we support your child when they are leaving this school? Or moving on to another class?

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

- During June and July transition events take will take place
- If your child would be helped with a book, photographs or a social story to support them in understanding the move to a new school, this can be made with them so that they can keep referring to it
- Additional visits can be made to the school at different points in the school day i.e.; playtimes, lunchtimes

If your child is moving to a new school:

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child. If possible, a meeting will be arranged prior to moving school
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a social story to support them in understanding the move to a new school this can be made with them so that they can keep referring to it
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

When moving classes in school:

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a 'passport' to support them in understanding moving to a new class this can be made with them so that they can keep referring to it

In Year 6:

- 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.
- If appropriate your child will complete the Head Start programme which supports transition to Secondary School.
- As well as the arranged transition days, if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Holme Hall Primary School.
- If your child would be helped with a book, photographs or a social story to support them in understanding the move to a new school this can be made with them so that they can keep referring to it.

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

At Holme Hall Primary School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with Miss Hinit (SENCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Inclusion Support Service.
- For some children who struggle with the transition between home and school we can arrange a 'Meet and Greet' in the main entrance.
- At lunchtimes CFC and MDS run activities to support the children with social skills and this also ensures that everyone has someone to play with. Our Year 5 and 6 pupils have been trained by the SHAPE Partnership as Mini Play Leaders, offering play activities to all.
- We also run weekly Nurture Group sessions and offer ELSA drop in sessions with our specialist, Mrs Fowler
- At lunchtime we operate a Family Dining System. We feel that this fosters a family atmosphere, good social and conversational skills and excellent table manners.

What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on;

<http://www.derbyshiresendlocaloffer.org/>

Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head Teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school's website.

There are many SEN terms that are abbreviated which can lead to confusion (even for us!) This handy table provides definitions of those most commonly used:

JARGON BUSTER OF THE MOST COMMONLY USED WORDS / TERMS	
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectre Disorder
BESD	Behavioural Emotional & Social Difficulties
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an additional Language
EHCP	Education Health Care Plan
ELSA	Emotional Literacy Support Assistant
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISS	Inclusion Support Services
LAC	Looked after child
LA	Local Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SALT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Education Needs Co-ordinator
SpLD	Specific Learning Difficulties
SSSEN	Support Service for Special Educational Needs
VI	Visual Impairment

