



SEN Information Report

September 2017



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 LA Local Offer

- The *Children and Families Bill* will become enacted in 2014. From this date, 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 before.

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.

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 and The Deputy Head Teacher: Miss Sophie McGuinness

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.

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The SEN Governor: Mrs. Amanda Proctor

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 in our 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) 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 which may be

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

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

- 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 Mansfield Area Partnership (MAP)

What could happen?

- You may 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 are 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 will also need specialist support in school from a professional 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 Mansfield Area Partnership (MAP)

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.

See EHC Plan section of our website and animation for more information

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)

Miss Millington

- The school SEN Governor can also be contacted for support

Amanda Proctor

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 school will set up a meeting to discuss this with you 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 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 in this school?

School provision

- Teachers responsible for teaching groups/individuals with SEN
- Teaching Assistants working with either individual children or small groups.
- SALT (Speech and Language Therapy) for identified children

Local Authority provision delivered in school

- Schools and Families Specialist Services
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Physical Disability Support Service

Health provision delivered in school

- Additional Speech and Language Therapy input to provide a decreased level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs



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) and Anxiety Related Needs (ARNA).
- 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 (including using PIVAT targets) 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 (including that for specific PIVAT targets) 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 Provision Map based on PIVATS (Performance Indicators for Value Added Target Setting) Portage assessment 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 a statement of SEN/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.
- Regular book/planning scrutiny and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team (SLT) every half term to ensure that the needs of all children are met and that the quality of teaching and learning is high.



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 SEN.
- Extra-curricular activities are accessible for children with SEN.



Question 12

How will we support your child when they are joining, leaving or moving within this school?

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.

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 understanding 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 understanding 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 understanding moving on, then one will be made for them.

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.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
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- 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 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 behavioral 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.
- We ensure that different aspects of Pupil Voice are heard regularly and include questionnaires.