

SEND Information Report (School Offer) 2021-22

This report is published by all schools as part of the 2014 Special Education Needs Code of Practice which replaces the previous Code of Practice from 2001. The purpose of the report is to provide information for all parents or carers but especially for those with children who have, or may have, needs in school which are different or additional to those of their peers.

1. How does Holywell Primary School know if children need extra help and what should I do if I think my child may have special education needs or a disability (SEND)?

The class teacher, working with the Leader of Inclusion will establish a clear analysis of the pupil's needs before identifying a child as needing SEND support.

This will draw on the following:

- Pupil progress, attainment and behaviour
- The views and experience of the parents
- The child's own views
- The teacher's assessment of the pupil
- Information from a previous school or setting (school/nursery)
- The child's development in line with their peers
- Advice from external support services, if relevant

If parents have concerns regarding their child then they should make an appointment to see the class teacher who will liaise with the Leader of Inclusion where appropriate.

2. How will school staff at Holywell Primary School support my child?

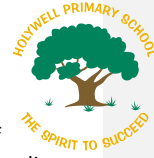
The class teachers, supported by the Leader of Inclusion, are responsible for ensuring all children with a special educational need are receiving the appropriate support. The class teacher plans each pupil's SEND Support Plan, in conjunction with parents, which outlines the prioritised objectives for that term. This support may be delivered through whole class teaching, small intervention groups or one to one, where appropriate. Children with complex needs may require an Education, Health and Care Plan (EHCP) which will outline the special educational provision that is necessary to secure the best possible outcomes across education, health and social care.

The Head Teacher is responsible for the management of all aspects of the school's work, including provision for pupils with SEND.

The Governing Body ensure that SEND provision is an integral part of the school improvement plan and the necessary provision is made for any pupil with SEND.

The Head Teacher reports SEND issues to the governing body. There is a governor specifically assigned to monitor SEND issues and policies.

The Leader of Inclusion is responsible for the day to day implementation of the SEND Code of Practice and the school's SEND Policy.



3. How will I know how my child is doing?

Each child's progress is carefully monitored and evaluated regularly. Parents of children receiving SEND support will meet formally with their child's teacher termly to discuss progress and set new targets. The Leader of Inclusion also invites parents/carers to meet with her termly. Informal opportunities to talk to teachers, the Head Teacher and Leader of Inclusion are welcomed and can be made through the school office.

4. How will the learning and development provision be matched to my child's needs?

For a child who has been assessed as in need of SEND support, we follow a cycle of 'assess, plan, do, and review'.

There are termly progress meetings for all children and those receiving SEND support will have their SEND support plan reviewed. These reviews involve parents, the Leader of Inclusion, class teachers and any external professionals involved with the child, as appropriate. The child's progress over the preceding term is reviewed and targets are agreed for the subsequent term in order to work towards the agreed, desired outcomes for the child. The voice of the child and the parents is central to these meetings. Regard is also given to the advice of external professionals when planning provision.

On a daily basis, teachers assess the learning of all pupils and adjust their subsequent teaching accordingly. Children's needs are met by careful differentiation; for example, adjusting the teaching and learning styles, the structure of the lesson, the resources provided, the layout of the classroom, the pitch of activities, support from adults, pre-teaching of vocabulary and concepts.

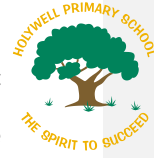
5. What support will there be for my child's overall wellbeing?

At Holywell Primary School we offer a broad and balanced curriculum that includes access to sports, art and drama clubs as well as supporting our children in acquiring social learning skills in learning how to learn.

We have opportunities to celebrate children's achievements during assemblies which include Star Learner of the Week, Charter Certificate and attendance and punctuality awards. We have termly 'Spirit Medals' awarded, weekly class assemblies for parents and House Point awards.

We welcome visits from visiting theatre groups and specialists and representatives of different faiths. We have workshops on anti-bullying week and Black History Month amongst others and support our children's emotional development through PSHE lessons.

We recognise that some children may have additional emotional and social needs that need to be developed and nurtured. We have a family worker who works with both families and children, who can offer support in a number of areas. We have access to play therapy and draw and talk sessions.



We ensure that children feel safe by having strong, clear routines and consistent expectations. We have a clear behaviour policy which is followed by all staff members. We value pupil voice and our school council works together to make whole school improvements.

We have a number of qualified paediatric first-aiders on our staff. All staff have annual Epi-pen training. We have a designated child protection officer and our whole staff receives child protection training annually as well as Prevent training.

6. What specialist services and expertise are available at or accessed by the school?

The school works closely with a variety of outside agencies to support the needs of children, including:

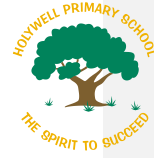
- Speech and Language Therapy (SALT)
- Occupational Therapist (OT)
- School nurse
- Play Therapy
- Communication disorders team (ASD)
- Chessbrook (Education Support Centre)
- Colnbrook outreach
- Specific Learning Difficulties Base (SPLD Base)
- Educational Psychologist
- The Acorn Centre
- Pastoral care worker
- Family support worker

7. What training have the staff, supporting children and young people with SEND, had or are having?

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 SEND issues. Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children in their class.

Staff members have received training related to the following areas of SEND:

- Elklan training (Speech and Language support)
- Wave 3: Fisher Family Trust Literacy Support
- Letters and Sounds – Synthetic Phonics Programme
- Supporting children on the Autistic Spectrum
- Wave 3 Maths Support
- Supporting children with specific learning difficulties in Maths/Literacy
- Supporting children with handwriting difficulties
- Supporting children with Autism
- Recognising dyslexia



- Colourful semantics
- Reading revival
- Magic spells
- Precision monitoring
- Recognising Dyscalculia
- Understanding assessing and teaching phonics

8. How will you help me to support my child's learning?

Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need. The Leaders of Inclusion provides opportunities to meet with you to discuss strategies on how to support your child with their specific needs. Where external professionals are involved with offering support for your child, suggestions and programmes of study may sometimes be provided by them that can be used at home. We also run parent classes throughout the year.

9. How will I be involved in discussions about and planning for my child's education?

As a school we believe in a child-centred approach. When a child is identified as having additional needs, the thoughts and feelings of the child and the parents / carers, together with the views of the school staff and relevant professionals are taken into account. This may include:

- Informal discussions with staff
- Teacher and child meetings
- Teacher and parent meetings
- Review meetings, including outside agencies where appropriate
- Informal meetings and discussions
- The raising of a SEND Support Plan and one-page profile where the need for SEND Support is identified
- [Annual SEND Survey \(should this be added here\)](#)

10. How will my child be included in activities outside the classroom including school trips and clubs?

Appropriate provision and reasonable adjustments will be made where necessary to ensure that all children are able to attend trips , clubs or visits outside of the classroom. Medical support will be put in place where necessary.

In some instances parents/carers may be asked to accompany their child on school trips.

11. How accessible is Holywell Primary School's environment?



All Hertfordshire schools comply with the Equality Act of 2010. The data we gather on entry to school helps us to anticipate the reasonable adjustments that may need to be made to ensure that no pupil with special educational needs or disability is placed at a disadvantage compared to their peers.

Furthermore, teachers are continually assessing to ensure they have a clear understanding of the needs of all pupils and are able to use a range of teaching strategies to engage and support them.

For more information, please refer to the school Accessibility Plan and Equality Policy.

12. Who can I contact for further information?

To arrange a visit to the school, please contact the school secretary:

Tel 01923 225188 or admin@holywell.herts.sch.uk

If you are concerned with any aspect of the support we offer your child then please do contact the class teacher in the first instance. If you wish to discuss the needs of your child further, please ring to arrange a meeting with the Leader of Inclusion -

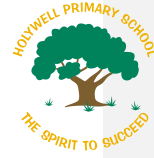
Mrs Toyin Keshiro keshirot@holywell.herts.sch.uk 01923 225188

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We understand that transition from one school setting to another can be difficult, especially for children with SEND, therefore we have put into place the following:

- Entering Early Years Foundation Stage: New to Nursery and Reception meeting during the summer term before children start.
- Individual transition meetings when appropriate, where an action plan may be drawn up.
- Transition meetings between class teachers and key stages e.g. Nursery to Reception, Reception to KS1, KS1 to KS2.
- Transition books are created for children who may find the change more challenging to deal with.
- Leader of Inclusion liaises with all members of staff to ensure a smooth transition between classes/key stages for children with additional needs.
- In Year 6, the Leader of Inclusion will discuss the specific needs of your child with the Leader of Inclusion of the child's secondary school.
- If your child is moving to another school, we will contact the Leader of Inclusion and ensure that they are aware of any special arrangements or support that needs to be made for your child. We will make sure that all records relating to your child are passed on as soon as possible.

14. How are the school's resources allocated and matched to children's special educational needs?



The school budget, received from Hertfordshire LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs in consultation with school governors, on the basis of needs in the school. The money is used to provide additional support or resources dependent on individual needs. Resources may include deployment of staff depending upon individual circumstance. Exceptional Needs Funding where appropriate, may be applied for in order to support the needs of individuals and groups of children.

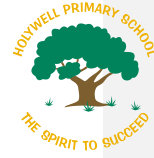
15. How is the decision made about how much support my child will receive?

Support will be agreed in consultation with parents, teaching and support staff and relevant external agencies. The level of support will be constantly reviewed in order to identify when and where additional support may be need.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Please refer to information available from the local authority at:

www.hertsdirect.org/localoffer



Appendix 1 – Definition of the Broad Areas of Need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.