



## Holmer Lake Primary School Special Educational Needs and Disabilities (SEND) Information Report 2018 - 2019

*"The school provides excellent pastoral care and support to many pupils who have additional complex needs, including special educational needs and/or disabilities or social, emotional or mental health vulnerabilities. As a result, these pupils build relationships with other adults and pupils, which are positive, caring and mutually respectful." Ofsted 2017*

We are a fully inclusive mainstream school and strive to ensure that all children achieve their potential personally(physically), socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs.

This document is intended to give you information regarding the ways in which we ensure we support our pupils in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

### Leadership of SEND at Holmer Lake

#### Headteacher – Mrs Sian Deane

- Responsible for the day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher gives responsibility for SEND to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Listening to the voice of the child.

#### Special Educational Needs and Disabilities Coordinator (SENDCO) / Deputy Headteacher – Mrs Rachel Gillett

Responsible for:

- Listening to the voice of the child.
- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.

- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Keep up to date with current legislation and ensure that relevant information is shared and implemented.

### **Governor with responsibility for Special Educational Needs and Disabilities – Mrs Olivia Briggs**

Responsible for:

- Listening to the voice of the child.
- Ensuring that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

The Governor meets with the SENDCO at least twice a term to ensure that these responsibilities are met by providing challenge and support. This year the impact of these meetings has been increased pupil voice, improved information and involvement of parents and enhanced transition planning.

*“Governors bring a wealth of knowledge, expertise and commitment to the governing body, and their skills and experience are used well to support school improvement.” Ofsted 2017*

### **What are the kinds of special educational needs for which provision is made at Holmer Lake Primary School?**

We address the needs of children using the four main areas outlined in the Code of Practice (2014) these are:

#### **Communication and Interaction**

Speech, Language and Communication Needs (SLCN)

This includes children who have difficulty saying what they want to or understanding what is being said to them and children who do not understand or use social rules of communication.

This includes children with Autistic Spectrum Disorder who 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**

This includes children whose learning difficulty could result in them learning at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs and includes, for example, children who have Moderate Learning Difficulties (MLD) and children who have a Specific Learning Difficulty (SpLD) which encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. These children may need additional support in some areas of the curriculum.

#### **Social, emotional and mental health difficulties. (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder. We work with CAMHS and other appropriate agencies to support these children.

#### **Sensory and/or physical needs**

This includes children who require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided. This includes

Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Disability (PD). We work with specialist services to access appropriate support to enable these children to access their learning.

At Holmer Lake we are aware that these needs will be inter-related and that children may have more than one area of need.

### **What are the policies for the identification and assessment of children attending the school?**

*“Leaders quickly identify pupils at risk of falling behind or those who may be in need of additional welfare support. This carefully tailored help and support ensure that pupils’ individual needs are met. This has a positive impact on these pupils and, as a result, they make good progress.” Ofsted 2017*

We follow the four-part cycle (Assess, Plan, Do, Review) and recognise that identifying needs at the earliest point and then providing the right support, improves outcomes for the child.

Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent
- Child performing below ‘age expected’ levels or equivalent or lack of progress over time.
- Information from previous schools
- Information from other services
- Concerns raised by a teacher
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language

Observations are made in a variety of contexts and across the different areas of the curriculum. Concern forms are completed by class teachers and the children are monitored by the SENDCO. Termly (Half-termly) Pupil Progress Meetings take place. At these meetings, class teachers may discuss any concerns they have about a child. The SENDCO also looks at children’s data and discusses with teachers any children causing concern. Strategies to support the child are then agreed and actioned.

The graduated response adopted in the school recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy. The different stages are;

- SEND Concern
- SEND Support
- Education, Health and Care Assessment
- Education, Health and Care Plan (EHCP)

**An information leaflet, for parents, carers and children, is available on the school website giving more information of each stage.**

### **What is the provision for children at Holmer Lake Primary School and how is it evaluated?**

At Holmer Lake Primary School, children are at the heart of everything we do, and we want them to be happy, confident and successful learners.

*“Teachers and teaching assistants support pupils who have special educational needs and/or disabilities well. As a consequence, these pupils make good progress.” Ofsted 2017*

*“Pupils’ personal development and welfare are at the heart of the schools’ work, which is outstanding in this area.” Ofsted 2017*

To achieve this every child is entitled to **Quality First Teaching**. This means:

- We all have high expectations for all children.
- All teaching is based on building on what the child already knows, can do and understands.
- Different ways of teaching are in place so that the child is fully involved in learning in class
- The teacher plans and delivers stimulating lessons that capture imagination and creativity, building up various skills which develop the whole child. These learning experiences are based on the Imaginative Learning Projects of the Cornerstones Curriculum.
- The teacher carefully checks on each child’s progress and may have decided that the child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress
- The learning is differentiated to meet the needs of the child. This may involve the content, the delivery to meet the child’s learning style and scaffolding, to break the learning down into smaller chunks.

***If a specific intervention is needed, this will mean:***

- small group or individual work which will focus on the areas where the child has gaps in learning
- interventions are led and monitored by a Teacher and may be carried out by that Teacher or Teaching Assistant
- the interventions have been identified by the Class Teacher, SENDCO or outside agencies such as the LSAT (Learning Support Advisory Teacher), OT (Occupational Therapists) or a SALT (Speech and Language Therapist)

### ***Behaviour and Mental Health Champion***

In April 2019 we appointed a new member of staff to the team as Behaviour and Mental Health Champion. Her role is to:

- Work with the SENCO to plan and provide a range of social, emotional and mental health interventions which result in improved behaviour, conduct and for learning, attitude and positive mental health.
- Provide support for pupils in completing curriculum-based work whilst meeting their social, emotional and mental health needs.
- Work with the SENCO to plan and provide appropriate professional development linked to behaviour and social, emotional and mental health needs, to all staff.
- Meet with parents to share the strategies which are effective in school.

*“Staff ensure that additional funding is used well to support children who have special educational needs and / or disabilities or who are disadvantaged.” Ofsted 2017*

The intervention may only require a small number of extra sessions or it may be a longer programme which is more in depth or builds on skills each session.

An overview of interventions can be found in the ‘School Offer’ on the website. Interventions are continually evaluated as they are being run but are more formally evaluated or assessed each term.

### **School Clubs**

We actively encourage all children to join clubs and recognise that participation gives children a greater sense of belonging. Clubs this year have included:

- Top Hat
- Chin Woo
- Street Dance
- Games
- Cooking
- Gymnastics
- Art and crafts
- Football
- Choir

### **What are the arrangements for consulting parents of children at Holmer Lake Primary School and involving them in the education of their child?**

The school has an open-door policy, which means that if you wish to discuss your child's progress at any time, you can arrange to meet your child's class teacher, the Headteacher or SENDCo. In addition, all parents of children in our school are invited to attend a Parents' Evening twice a year. These are designed to discuss the progress a child is making, the targets they are working towards and how parents may be able to help at home. Annual Reports are sent home in July to give an overview of the year. Parents can also meet with Class Teachers at other times throughout the term and this can be arranged through the school office.

If a child is part on an intervention, this will also be discussed so parents are aware of the support the child is having, how well interventions have gone and what they can do to help. Parents can arrange an appointment with the class teacher or SENDCO to discuss these in more depth.

Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year.

*"The school works hard to engage parents. There are many opportunities for them to come into school and work alongside their children in the classroom." Ofsted 2017*

### **What are the arrangements for consulting with pupils and involving them in their education?**

Teachers regularly give feedback to children about their work and the progress they are making and what they need to do next to make further progress or to address a misconception. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. This is outlined in more depth in the Teaching and Learning Policy and the Marking Policy.

There are a range of pupil led groups which enable children to contribute and decide on aspects of school life relating to their needs. These have included

- Team Safeguarding Voice (TSV)
- Digital Leaders
- School Parliament
- Super Solver Squad – Peer Mentors

- Boys are Brilliant – Boys Group
- Lunchtime Ambassadors
- Librarians

Pupil voice activities take place each term and this involves pupils from all groups.

Pupils with an EHC Plan will also give their views during the annual review or assessment process.

SEND children in Year 6 complete a passport with information that they would like their secondary school to know about them. This supports with a successful transition to their next stage of education.

### **How does the governing body involve others, such as Local Authority and Health and Social Care professionals, in meeting the needs of pupils and in supporting their families?**

Our school has a wide range of staff working together within the school to support the children and their families. Some of these are directly employed by the school, some are traded services which the school buy into and others work for the Local Authority.

We value the support and advice of all professionals and endeavour to follow their advice. These are some of the agencies we work closely with:

- Learning Advisory Support Teacher (LSAT)
- Speech and Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Occupational Therapists (OT)
- Physiotherapists
- Sensory Inclusion Service (SIS), working with children with visual impairment and hearing loss
- Educational Psychology Service
- School Nurse
- Education Welfare Officer
- The Local Authority SEND Team
- Child and Family Locality Services (CAFLS)
- Bee U – Emotional Health and wellbeing Service
- Information, Advice & Support Service (IASS)

The school are also able to signpost families to other agencies that can provide appropriate support. (See Parent Information Leaflet on Website)

A hypnotherapist has also supported children through Calm Kids Coaching, mindfulness, strategies to reduce stress and test preparation techniques.

### **What training do staff have in relation to the needs of pupils at Holmer Lake Primary School?**

Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible. SEND issues form part of training for all teachers and teaching assistants. This may be led by the SENDCO or an outside agency coming into school. Newly Qualified Teachers have particular support from their mentor and the SENDCO.

Over the year the SENDCO has attended network meetings, Designated Safeguarding Leads termly updates, School Duties under the Equality Act 2010 training, Early Help Assessment Training, Leaders of Learning Conference and training of the SEND Self review and SEND governor review. The SENDCO has supported the LSAT team in delivering an element of their New to SENDCO course, worked with other schools to provide support in relation to their SEND provision in her role as a Specialist Leader in Education and was part of a working group to develop a SEND support matrix.

Previously Teachers and teaching assistants have received training specifically related to SEND in the areas of;

- Structured intervention
- Dyslexia and Specific learning difficulties
- Autism (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Complex Needs
- Attachment
- Tourette
- Emotional Health and Wellbeing
- Social Stories
- Thirteen members of staff completed the Level 2 Certificate in Understanding Children and Young People's Mental Health
- Eight members of staff have completed training to support children to deal with loss.

This year the training for all staff has focused on

- Emotional Health and Wellbeing
- Understanding attachment, trauma and loss
- Emotion coaching
- Visible consistency and calm behaviour
- Statutory Child Protection Training
- Child Protection training – Exploitation and Vulnerability
- Understanding behaviour that challenges – Level 2 Certificate – which focused on the causes of different behaviours and how children can be supported.

Teachers and Teaching Assistants have also received specific training related to the medical and health needs of individual children at our school.

We continually strive to improve our knowledge and areas of expertise and are committed to further training needed for groups of children or specific individual needs. The deployment of Teaching Assistants reflects their skills, knowledge and experience.

### **How will equipment and facilities be provided to support pupils at Holmer Lake Primary School?**

All children are given every opportunity to achieve their potential in every aspect of school life. Equipment such as writing slopes, sit 'n' move cushions, coloured overlays, writing aids and ear defenders are available for children who need them. Laptops and iPads are also available.

The whole of the school building and outside areas are accessible by wheelchair. We have a fully equipped room for the children with physical difficulties, providing toileting and changing facilities including a hoist. Adjustments are made for disabled parents, e.g. parking permit to allow access down the school drive, toilet facilities.

All children are included in all aspects of school life and we aim for all children to be included in activities outside of the classroom including 'Memorable Experiences'. We make the necessary adaptations provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety. 1:1 support is provided if necessary. It might be appropriate for a parent/carer to be invited to accompany their child on an educational visit, depending upon the child's individual needs.

All SEND children have their test needs met and access arrangements may be put in place to support individual children. This may include:

- Different test room
- The support of a scribe
- Additional time
- The use of a computer
- An adult to support social, emotional and mental health needs.

### **What are the school's arrangements for supporting pupils in transferring between phases of education?**

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

#### **When a child moves from nursery/pre-school:**

The Headteacher holds a meeting for parents of children starting in Reception and there are induction visits for children in the second half of the Summer Term. This is also an opportunity for parent to discuss any concerns with the new class teacher and SENDCO.

The Early Years Foundation Stage (EYFS) Coordinator and SENDCO usually visit the pre-school setting and this is an opportunity to discuss the special educational needs of the child and support needed. Our transition plan allows for four visits prior to starting, however additional visits can be arranged if needed.

#### **If a child moves from another school or to another school**

We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.

#### **When a child moves class:**

All children have two full days of transition to their new class. This enables relationships to be established and for the new class teacher and support staff, to get to know your child. All information is passed on to the new class teacher in advance and a meeting takes place to discuss the child's needs. Additional visits to meet the new teacher may take place if necessary.

#### **When a child transfers to secondary school:**

Year 6 teachers meet with staff from the secondary schools to discuss the children and share information. The SENDCO meets with the secondary schools' SENDCOs to discuss the specific needs of individuals.

All children attend transition meetings to their secondary school and for children with SEND additional visits can be arranged if needed.



For children with an Education, Health and Care Plan (EHCP) we ensure the secondary school SENDCO is available to attend the annual review held early in the summer term, so they have plenty of time to make transition arrangements.

#### **How do we manage the administration of medication and personal care?**

- We have a clear medical conditions policy which can be downloaded from our website
- We have an intimate care policy that is available on request.
- We recognise that children at school with medical conditions should be properly supported so that they have full access to education. Individual Healthcare plans are written with the parent / carer to ensure that medical needs are supported.
- Staff have regular training regarding medical conditions affecting individual children to ensure that any medical conditions are effectively managed.
- We have First Aiders, specifically trained to administer medication.

#### **What are the arrangements made by the governing body for dealing with complaints from parents/carers in relation to the provision made at Holmer Lake Primary School?**

The process for all complaints is available for parents to see on the school website. Alternatively parents can request a written copy.

#### **Where is the information on the Telford and Wrekin's local offer published?**

The SEND local offer gives information of the services and provision that are available in Telford and Wrekin to support children and their families

<http://www.telford.gov.uk/send>

#### **Who to contact for further information?**

There are further details on our website regarding our own school offer for SEND.

If you have any queries or requests for policies or information relating to this report, please contact

**Headteacher - Mrs Sian Deane**

**SENDCO - Mrs Rachel Gillett**

**Governor with special interest in SEND – Mrs Olivia Briggs**

“Pupils who have special educational needs and/or disabilities receive excellent academic and pastoral support.” Ofsted 2017