SEND Information Report 2026-2027

Holmer Lake Primary School

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

The 2015 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

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
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 They may include becoming withdrawn or isolated, as well as displaying challenging behaviours along with children who may have disorders such as Attention Deficit Hyperactivity Disorder (ADHD) or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 BeeU/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.

The code states:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

At Holmer Lake Primary School, we currently have pupils in each of these categories whose needs can often be quite complex, therefore fall into more than one category. Currently, the areas of need which are most common are communication and interaction as well as social, emotional and mental health difficulties (but these are subject to change after each SEND and teacher discussion). We have a wide range of provision in place to meet the needs of all children with SEND in our school.

What are the school's policies for the identification and assessment of pupils/students attending the school/nursery?

Identification of SEND

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.

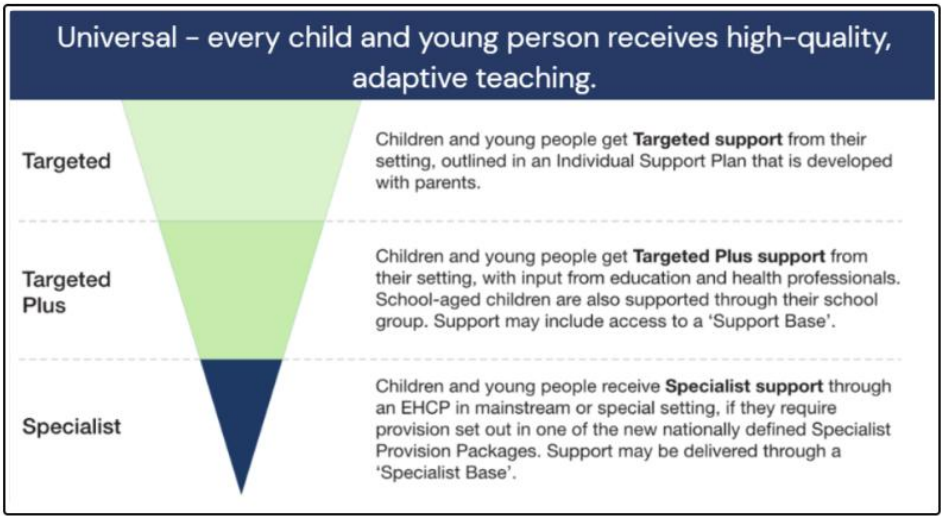
Children are identified as having SEND through a variety of ways, usually a combination, which may include some of the following:

- 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. Cause for Concern forms are completed by class teachers and the children are monitored by the SENDCo.

Termly meetings take place and 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. The graduated response will be based upon the SEND tiers of support:



Assessment of pupils with SEND

As previously mentioned, pupil progress is assessed every term. The SENDCo is responsible for monitoring and analysing the progress of SEND pupils. This information is also reported to governors on a regular basis. Termly, the SENDCo meets with the Senior Leadership Team to put together intervention groups for the following term. If children are making good progress, it may be felt that individuals need targeted support for some time, whereas for other children, the level of support may need to be more intensive and consistent.

What is the provision for pupils/students at Holmer Lake and how is it evaluated?

Provision available at Holmer Lake Primary School

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.

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.
- 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 adapted/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 the SENDCo and are delivered by Teaching Assistants who have had the relevant training.
- The interventions have been identified by the Senior Leadership Team, SENDCo or outside agencies such as the LSAT (Learning Support Advisory Teacher), OT (Occupational Therapists) or a SALT (Speech and Language Therapist).

At the end of each term, it is the Senior Leadership Team and SENDCo's role to decide which interventions will be run in each phase for the next half term. The interventions will be selected depending on the needs of the children with SEND in that phase at that time. In some cases, it may be felt appropriate for children to take part in an intervention which is running in a different year group. In this event, such a decision will be discussed with parents. The school offers a wide range of interventions, for which teaching assistants and teachers are appropriately trained. Some of these are brought as intervention packages (produced nationally), whilst others are bespoke interventions, which have been developed in-house to meet the needs of a particular group of children.

Monitoring impact of intervention support

At the start of each intervention programme, teaching assistants will complete a pre-assessment, identifying the children's strengths and weakness at this point. Throughout the intervention (which usually will last for between 10-12 weeks) the teaching assistants will record progress and any observations using a tracker sheet. At the end of the intervention, the children will be re-tested to evaluate the progress that they have made and the impact of the intervention. This information is reported to the pupil's class teachers and the SENDCo, who can then identify which interventions are most successful in enhancing progress and attainment. At parents evening, progress in the interventions will be reported alongside informing parents of the next intervention their child may be moving onto including the targets set for them to on their provision maps. The quality of support offered via our intervention programmes is monitored by the SENDCo frequently.

Developing our intervention programmes

Over the course of the academic year 2025 -2026, staff at Holmer Lake Primary School have delivered a wide range of intervention programmes to support the needs of its pupils. The termly SEND meetings which the school run continue to ensure that targeted, effective provision has enabled children to progress to the best of their abilities.





What training do staff have in relation to the needs of pupils/students 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.

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
- 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

- Emotional Health and Wellbeing
- Understanding attachment, trauma and loss
- Emotion coaching
- 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
- MAPA
- ELSA
- Adaption/Differentiation in Writing
- Adaption/Differentiation in Maths
- Speech and Language
- Neurodiversity
- Sensory and Physical Support
- PINS Project

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

- Medication Training
- Diabetic Training
- Asthma Training
- Toileting/Bed Wetting/Steps to a Healthy Bladder
- Epilepsy Training
- Anaphylaxis Training

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.

As is statutory, the SENDCo, has completed the National Award in Special Educational Needs Coordination.

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

Equipment

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, fidget toys, chew toys and ear defenders are available for children who need them. Laptops, iPads and Chrome Books are also available.





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 adaptions and 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.

Facilities and Accessibility

Holmer Lake provides a fully accessible environment for those children with physical needs. The school building is all on one level and whilst the surrounding site has several levels, all of these are joined by ramps as well as stairs, making it very wheelchair friendly. There are a number of disabled toilets situated at a variety of points throughout the school, meaning that one is never too far away. Each of the classrooms are well lit, ventilated and are engaging for the children. They are joined by wide corridors, which are easy to navigate. Adjustments are also made for disabled parents, e.g., parking permit to allow access down the school drive, toilet facilities.





The school is also lucky to have a variety of intervention areas in which to support children with their learning. The playground features several large, tarmacked areas and has an outdoors gymnasium area, which is ideal for helping to develop gross motor skills. This is particularly useful for children with ADHD and similar difficulties, providing them with an area to burn energy, in a safe environment.





Access Arrangements

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.

How are pupils with special educational needs and disabilities supported in accessing sports and extra-curricular activities?

Holmer Lake Primary School prides itself on being a fully inclusive environment. This includes sports and extra-curricular activities. The SENDCo ensures that all external coaches who enter the school or nursery are made fully aware of the needs of the children in our school. Our sports coaches and teaching staff are experienced in adapting the curriculum to make it accessible so that all children can take part in and enjoy sport. We offer a wide range of extra-curricular activities which cater for a range of needs and tastes. These clubs are open to all children.





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

We believe that the parents/carers of children with SEND play an essential role in supporting their children's progress both in and out of school, so we ensure strong links with parents. The school's Parent Support Advisor is always available before and after school to talk to, should parents/carers have any queries or concerns. The SENDCo also runs weekly drop ins for parents, to which all

parents of children at Holmer Lake can discuss concerns about their child's needs. Further appointments can be made with the SENDCo as required by contacting the school. Class teachers are also available each day after school or by appointment. If they are unable to answer a question directly, they may consult the SENDCo and will report back as soon as possible. Parents are also invited to a termly Coffee Morning, where they can meet with the SENDCo and Parent Support Advisor. Feedback on provision for children with SEND is also encouraged on our termly parent questionnaires, which are handed out at parents' evenings. Parents of children with an Education, Health and Care Plan are also invited to attend a review meeting, at least once a year.

What are the arrangements for consulting young people at Holmer Lake Primary School about, and involving them in, their education?

At Holmer Lake we encourage the children in our care to be independent learners and to develop a 'can do', resilient attitude. We therefore love to hear from the children about how they think they can improve their learning environment. This is true of all children in our school, SEND children included.

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.

Pupil Surveys

In addition, each term, all pupils are given the opportunity to voice their opinions about the way the school is run. Subject leaders and coordinators carry out surveys with the children about what they think works well and what needs improving in the way we teach these subjects. Again, children with SEND will be included in all of these and questions will be re-worded as appropriate to ensure full understanding of what is being asked.

The Inclusion Team

The school's Inclusion Team plays a key role in ensuring that pupil voices are heard. Children can visit the team at any time of day to air their concerns or just for a chat!

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.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Holmer Lake Primary School 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/CAMHS – 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.

Social services

The staff at Holmer Lake Primary School work closely with social services to ensure that all children are well cared for and supported both in and out of school. Our Inclusion Team are in frequent contact with Family Connect and other departments, such as housing, to ensure that all children at Holmer Lake Primary School are given the best possible start in life and that they come to school ready to learn.

Voluntary organisations

On some occasions, the needs of particular children are best supported by a more specialist organisation and it is therefore necessary to contact the voluntary sector such as Relateen, Mentor Link and Age Concern.

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

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 half a day 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.

Transition to a special school

It is sometimes felt that the needs of an individual child cannot be fully met at a mainstream primary school and the decision may be made for them to transfer to a local special school. This is only possible if the child has an education, health and care (EHC) plan and is a decision which is made in conjunction with school, parents, the local authority and often a number of outside agencies. Places are often limited at special schools, but if it is felt necessary for a child's development then this can be an option.

How does the school support looked after children with special educational needs?

The school understands that looked after children may require additional support in certain aspects of the curriculum and in terms of their social/ emotional development. The school's designated teacher for LAC ensures that these children have all the support and assistance that they require. Those with special educational needs and disabilities are supported as discussed in this document and the school's *Special Educational Needs and Disabilities Policy.*

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

The Governing Body

The governing body is kept up to date and knowledgeable about the deployment of funding, equipment and personal resources through reports and presentations from the head teacher, SENDCo and link governor at committee and full governor body meetings.

•The link governor for SEND meets on a termly basis with the SENDCo to ensure appropriate provision is made for pupils with SEND.

•The governing body are invited to observe the intervention programmes in place for children with SEND.

•The SENDCo regularly presents data about the progression and attainment of all SEND children to the governing body.

•The governing body reviews and monitors the school SEND policy.

Complaints procedure

We are very pleased with the support we offer, and we know that our parents are too as they have told us this in many parent questionnaires. If any parents are unclear or unsure of the support their child is receiving however, in the first instance the issue should be discussed with the child's class teacher. If the issue is still not resolved, it may be relevant to speak to the SENDCo or the Parent Support Advisor. If necessary, please arrange to speak to or meet with them by making an appointment through the school office. Should further action be required, in line with the school's complaints procedure, the Headteacher may need to be involved, or as a last resort the Local authority.

Where is the information on the Telford and Wrekin's Local Offer published?

Telford and Wrekin's Local Offer aims to provide information on what services you can expect from local agencies including education, health and social care. You can access this information here:

http://www.telfordsend.org.uk/

Who should I 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 Kumar
SENDCO – Mrs Mahoney
Governor with special interest in SEND – Mrs Lockley