



Holywell C of E Primary School

SEND Information Report: 2022 - 2023

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	<ul style="list-style-type: none"> Holywell C of E Primary School is a mainstream primary school with children taught across four mixed age classes. The school houses its pre-school within the Reception year one classroom. Pupils at the school are aged between 3 – 11 years. Mrs Samantha Hammond is our Special Educational Needs and disability Co-ordinator who has built strong links with many other agencies including: Educational psychologists, Occupational Therapists, Dyslexia Specialists, Speech and language therapists as well as member of the SEMH team. The school supports children with a range of Special Educational Needs including; Social and Emotional, Communication and Interaction, Cognition and Physical and Sensory difficulties <p>Our most recent OFSTED report in March 2017 noted that at Holywell:</p> <ul style="list-style-type: none"> 'The school is an inclusive community. Parents value the school's supportive atmosphere for learning and the strong promotion of the pupils' spiritual, moral, social and cultural development.' 	<p>SEND Policy 2021 – 22</p> <p>http://www.primaryschoolsbarstaple.co.uk/website/send/268120</p>

	<ul style="list-style-type: none"> • 'The pupils greatly value their supportive relationships with staff and other pupils. These help them to behave and work well. Consequently, their attendance is above average.' • Provision for pupils who have special educational needs and/or disabilities or emotional and behavioural needs is a strength of the school. 	
How do you know if a pupil needs extra help?	<ul style="list-style-type: none"> • Teachers assess the children's learning throughout the year through ongoing observations and more formative assessment tools as well as termly pupil progress meetings. • If a teacher has a concern, then they will speak to parents and strategies will be put in place to support the child. These strategies may include visual timetables, extra reminders, token exchange systems, resources such as a pencil grip or a wobble cushion and regular check ins. • If a child continues to need further support and is identified as having additional needs then discussions happen between the teacher, SENDCo and parent. The Class teacher, SENDCo and other staff may use a range of assessments/screening tools at this time to support any identified areas of need. These may include: Dyslexia screening tool, Sandwell Maths assessments, speech and language, phonics or Boxall assessments to ensure that the right interventions are put into place. A child could be placed on the SEND register at this time. • These interventions are documented on an Individual Educational Plan (IEP), outcomes are set and worked on through a 10 week cycle each term. These are shared with parents during scheduled conferences and are reviewed frequently, ensuring progress is again shared with the parents. Children are considered to have a SEND if they have been identified as working below ARE and/or children have a need in one or more of the 	

	following areas which affects their learning- Speech, Language and communication/Sensory/Physical /Social, Emotional and Mental Health.	
Day to day support		
How do teachers help pupils with SEND? How will the school support my child?	We use the Devon Graduated Response Tool to ensure there is high quality universal provision for all which is regularly monitored. Teachers plan and deliver high quality first teaching which is differentiated to suit the children's ability and adults work to support groups daily, especially in English and Maths. Interventions are put in place to support SEND children's needs and additional resources are purchased where necessary. Staff work hard to try and narrow the gap in attainment and progress with the aim to make the children work more in line with age related expectation.	
How will the curriculum be matched to my child's needs? Is there any additional support available to help children with SEND?	<p>The Devon Graduated Response Tool is one tool use to support teachers with initial concerns and to ensure that the right provision is in place to meet the needs of a child. Discussions are held between the class teacher/SENDCo and parents where necessary. A child is identified as have Special Educational Needs or disabilities (SEND) if they have needs which are:</p> <ul style="list-style-type: none"> • A significantly greater difficulty in learning than the majority of others of the same age, or • A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND Code of Practice 2015) <p>We follow the 'Assess, Plan, Do, Review' model and run interventions on a 10-week cycle throughout the term. These interventions are</p>	

	planned carefully taking account of the child's needs and any outside agency recommendations and are monitored throughout the term. For children who need further support and have ongoing long term needs an Education, Health and Care Plan can be applied for.	
How will the school know how well my child is doing?	<p>All children who are identified with SEND have an Individual Education Plan (IEP) which details their current attainment, provision in place, interventions they have receiving and current outcome which they are working on. These are shared with parents each term and outcomes are reviewed to share the progress that the child is making. For these discussions, it might be appropriate for further referrals to be made.</p> <p>Other assessment tools we use to track progress are:</p> <ul style="list-style-type: none"> • Phonic Assessments • Speech and Language Link assessments • Sandwell maths assessments • Accelerated Reader assessments • Book monitoring 	
How will I know my child is making progress? How do you check on this?	<p>Children's progress is constantly monitored throughout the year by the class teachers and discussed at termly Pupil Progress Meetings alongside the head teacher and SENDCo.</p> <p>Children's IEPs are reviewed each term and new outcomes set. These are shared with parents. The SENDCo will then analyse how well the children have achieved their outcomes to ensure that the outcomes have been set appropriately and that these have been effective.</p> <p>As well as termly IEP meetings with parents, any child with an EHCP in place will also have Annual Review meetings and if necessary, an interim Review can be booked at any time.</p>	
How will my child be included in activities	All children are included in all areas of the curriculum including trips and activities outside of the classroom. At times, adaptations may	

outside the classroom, including school trips?	need to be made to ensure it suits the child's needs, but these will be shared with parents with the support of outside agencies, where necessary.	
How will you support my child's overall well-being?	<p>Children are taught PSHE through standalone sessions as well as woven throughout the curriculum. We also teach RSE as per the Government Guidance as well as learning about Internet safely, PANTS from the NSPCC website and access to staff as required. The school have 2 Safeguarding Officers: Susan Denham (head teacher) and Samantha Hammond (SENDCo).</p> <p>All children across the school can take on responsibilities and leadership roles including:</p> <ul style="list-style-type: none"> • Classroom Responsibilities • School Council representatives • Ethos Committee <p>Holywell C of E Primary School is an inclusive school. We work closely with our Inclusions Officer and other outside agencies to ensure that every child thrives and had a positive time in school. This also includes ensuring we have listened to Pupils Voice.</p> <p>We use relational support plans for certain children where necessary which wholly focuses on staff and child relationship and the importance of this. This has evolved from our work using Thrive in previous years. All staff use the techniques of: attuning, validating and regulating.</p>	Ventrus Administration of Medicines Policy – see website

	We also work collaboratively with parents and multi-agencies through the Early Help Assessment Plan and support the whole family. Through this process we can apply for additional funding which might support children with more therapeutic interventions such as Play and Lego therapy.	
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Involving families		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p>All parents are invited to parents evening twice yearly to discuss their child's progress with their class teacher.</p> <p>All parents of children with SEND are invited in termly to meet with the class teacher and SENDCo for their child's IEP to be shared with them, to review last terms IEP, the provision in place and outcomes that have been set. This meeting is also a chance to discuss strategies and resources that parents can do to support their child at home.</p> <p>If a child has an EHCP then parents will be invited to an Annual Review meeting which might also involve different agencies.</p> <p>If the family has and Early Help Plan in place, then the SENDCo will review the plan half termly.</p> <p>A parent or staff member could request a meeting at anytime throughout the year to raise any concerns or discuss pupil progress at a mutually convenient time.</p>	
<p>How will my child be able to share their views?</p>	<p>Teachers and children will have regular conversations about their learning and pupil conferencing throughout the year.</p> <p>Children will also be invited to share their views when referrals are made or as part of the EHCP process or Annual Reviews.</p>	
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>Prior to a child starting school with us, the class teacher and/or SENCO will be in contact with previous settings and any relevant information shared. A transition meeting is also arranged between home and the school.</p> <p>In some cases, transitional days might be put in place.</p> <p>When children change classes, the children spend a day in their new class with their new teacher. Transition books are sent home for</p>	

	<p>certain children which shares photographs and information which can be discussed at home.</p> <p>If a child moves to a new setting, then the class teacher and and/or SENDCο will be in contact the new setting and complete any paperwork as necessary.</p> <p>During the Year 5 Annual EHCP Review, the focus is on transition to secondary school and ensuring that the most appropriate setting is documented.</p> <p>The SENDCο can support parents at viewing any new settings and liaising with outside agencies, where appropriate.</p> <p>Any SEND information is shared with new settings either through posting documents, our electronic system of CPOMS (which is an online system where documents and meeting notes are saved) or egress, an intelligent secure email system.</p>	
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	<p>We regularly look at the skills that staff have and if further CPD is needed. When allocating staff to classes the SENDCο and the Head Teacher think carefully about the children's needs and allocate staff accordingly.</p> <p>The SENDCο has been the school's Special Educational Needs Coordinator for over 15 years and has vast experience of working with children and families within mainstream settings as well as accessing and liaising with supporting professional bodies.</p> <p>Our staff engage in CPD through:</p> <ul style="list-style-type: none"> • Staff meetings • Twilight sessions with a key focus • TA training sessions – in-house/outside agencies 	
What specialist services are available at or accessed by the school?		

	<ul style="list-style-type: none"> • Outside agencies such as school nurse, Communication and Interaction Team and Speech and Language • Professional dialogues including Professional Consultations with Educational Psychologist • Teacher training sessions – in-house/outside agencies • Online training with a key focus <p>We prepare new children and their families to start at school by:</p> <ul style="list-style-type: none"> • Having transition meetings with pre-schools • Having transition meetings with parents • Having transition meetings with outside agencies • Attending TAF meetings • Sharing documentation between home, pre-schools and school • Arranging taster days • Having a phased entry to school in conjunction with outside agencies where appropriate • Liaising with the 0 to 25 Team <p>We have trained staff in the following areas:</p> <ul style="list-style-type: none"> • Thrive/Boxall trained practitioners • Attachment Based Mentoring • TAs trained from the Speech and Language team • DELP • Fun Fit and High 5 intervention • Relational Support Plans • Lego Therapy • TAs trained from the Occupational Health team <p>As a school we make referrals and liaise with the following agencies:</p>	
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	<ul style="list-style-type: none"> • Educational Psychologist (Independent and Babcock) • Communication and Interaction Team • Speech and Language Therapists • Occupational Therapists • Children and Adult's Mental Health Service (CAMHS) • School Nurse • Bladder and Bowel • Children's Centre • Physiotherapists • Early Years Consultants • Nursery Plus • Social Emotional Mental Health Support <p>The following professionals offer support:</p> <ul style="list-style-type: none"> • School Nurse • Speech and Language Therapists • Occupational Therapists • Physiotherapists • Communication and Interaction Team • Social, Emotional and Mental Health Team 	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>If specialist equipment is needed, then the school will liaise with outside agencies such as Occupational Therapists to ensure that the right equipment is provided to school.</p> <p>We have a disabled toilet with space for a changing facility.</p> <p>The school has two disabled car parking spaces within its carpark.</p> <p>For further information please refer to the School's Accessibility Plan on the school's website.</p>	

<p>How will my child manage tests and exams?</p>	<p>Class teachers, SENDCo and Head Teacher can have discussions with children and parents regarding access requirements for tests and exams. Some arrangements that can be put into place are:</p> <ul style="list-style-type: none"> • Additional time • Scribes • Movement Breaks 	
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Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

If you have concerns about your child's progress, you should speak to your child's class teacher initially and an appointment can be made via the school office

School number: 01271 345908

School email address: Elaine.palmer@ventrus.org.uk

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo so a meeting can be arranged and a plan of action can be put into place:

SENDCo: Mrs. Samantha Hammond

samantha.hammond@ventrus.org.uk

Alternatively, please contact the school office

The school's SEND Governor is: Mrs Joanne Galbraith

Joanne.Galbraith@ventrus.org.uk

Please note: The SEND Governor works with the SENDCo to discuss, and review SEND provision and support in school. The SEND Governor does not deal with issues related to individual children. If you have any queries or concerns regarding your child's needs, please speak to your child's class teacher or the SENDCo.

What do I do if I'm not happy or if I want to complain?

If you have any queries or concerns regarding to your child, or how the school managed supporting your child, please first contact the class teacher, SENDCo or Head Teacher. If you feel your concerns are still ongoing then please refer to the schools Complaints Policy.

Please see School Complaints Policy under School Policies:

<http://www.primaryschoolsbarstaple.co.uk/websi/te/policies/260969>

