



HOLT VC Primary School
SEN Information Report

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SEN Information Report

What is SEN?

SEN is a Special Educational Need and the SEN Code of Practice defines a child as having SEN if: they have significantly greater difficulty in learning than the majority of others the same age and therefore require special educational provision being made.

What types of SEN do we provide for?

At Holt Primary School we are committed to providing a full curriculum for all our children and ensure that pupils with SEN are fully integrated, included and supported.

We cater for pupils with a range of difficulties, including the following:

Cognition and Learning e.g.

- Moderate learning difficulties
- Specific learning difficulties e.g. dyslexia, dyscalculia, dyspraxia
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Communication and Interaction e.g.

- Speech, language & communication (SLCN) e.g. articulation or language delay, Autism spectrum disorders (ASD) including Asperger's and Autism

Social, Emotional and Mental health difficulties e.g.:

- Attention deficit disorder (ADD)
- Attachment

Sensory and/or Physical. e.g.



- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory Impairment (MSI)
- Physical Disability e.g. Cerebral Palsy

How do we know if your child might have SEN?

Early identification of a child's needs is very important to us. We believe that in order for a child to achieve their full potential their needs should be understood and met as soon as possible. As a result, the school has an effective early assessment process:

- Liaising closely with pre-school and previous school settings to ensure we are prepared to meet the children's needs when they start.
- Using the results of our Early Years Foundation Stage baseline when children start school with us.
- Screening in Year 1 to identify strengths, difficulties and barriers to learning particularly in the area of phonological skills and working memory.
- Teachers will refer to WGRSS (The Wiltshire Graduated Response to SEN Support)
- Teachers raise concerns with the Special Educational Needs Co-ordinator (SENCO) when a child is performing below age expected levels.
- Information about the pupil is gathered alongside national data to establish whether or not they are making the expected rate of progress.
- Observations and Learning Walks by the Senco and School Leadership.
- Closely monitoring any changes in a child's behaviour.
- Communicating closely with parents (including home visits), sharing concerns and listening carefully to parent/carer views.
- Giving pupils opportunities to share any worries and concerns.

What should you do if you suspect your child has SEN?

Please talk to us. Building positive relationships with parents/carers is of great importance to us and we encourage a close partnership to help us work together to effectively support your child. We aim to develop a culture of openness and honesty.

If you have concerns then please talk to:

- Class teacher
- Senco (Special Educational Needs Coordinator): Mrs Jane Smith. Her working days are Tuesday and Wednesday or contact her at senco@holt.wilts.sck.uk
- Headteacher: Mrs Jo Hodge
- Vulnerable Learners Lead: Mrs Hannah Greenman

If my child has SEN how will the school offer support?

- Staff will discuss their concerns with you as parents/carers.
- High Quality Teaching and differentiated support will be provided within the classroom to help meet your child's needs.
- If necessary additional adult class support will be provided to help reduce the negative impact of difficulties upon your child's success.
- Children may be offered differentiated support within a small group.
- Personalised provision may be implemented through a targeted, time limited programme of support.



- Adapted resources and personalised interventions may be provided with a specialist teacher or TA.

What specialist services does the school access?

When a child, who has been assessed as needing extra support, fails to make the expected progress despite having had specific targets implemented and reviewed, then support and advice is sought from external agencies to ensure any barriers to success are fully identified and targeted. Outside agencies that the school has accessed include:

Behavioural Support Service (BSS)
Specialist Special Educational Needs Service (SSENS)
Community Paediatric Team
Wiltshire Autism Assessment Service
School Nurse
Counselling (including Bereavement Counselling)
Speech and Language Therapy
Occupational Therapy
The Harbour Project
Play Therapy
Forest schools
Equine Therapy

How are my child's needs documented?

In order to effectively target the support and monitor the pupil's progress children with SEN will be added to our SEN register and one or more of the following will be implemented:

- 'One page Profile'
- Individual Learning Targets (referred to as Bubble targets), linked to desired outcomes
- A 'My Support Plan'

Pupils, parents and staff are all involved in the planning, implementing and reviewing of these documents to ensure that the child's strengths and weaknesses are fully understood and the targets set are desirable, achievable and measurable.

All records are securely filed within a locked cupboard to ensure that they are safely protected and stored.

EHCP (Education and Health Care Plan)

Where a child's needs are complex or they continue to make little or no progress in relation to the targets set, or they are working at national curriculum expectations significantly below those of his/her peers, it may be appropriate for the school, or parents, to request a Wiltshire My Plan; this is a statutory Educational and Health Care Plan.

This will involve sending evidence to the Local Authority of all the actions that have been taken, along with reports from the school, parents and from all outside agencies that have been involved. Please see Wiltshire's Local Offer for more information: www.wiltshirelocaloffer.org.uk

What training have the staff who support children with SEN had?

All teaching and support staff have completed continued professional development (CPD) in relation to meeting children's needs within the classroom and school environment. They receive this training to ensure that they understand different needs and the impact it has upon teaching and learning and the ability to differentiate work to meet this need.

- All new teachers and support staff undertake an induction with the Senco to understand the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- Training and the Professional Development of staff is on-going, according to individual need and priorities identified from the School Improvement Plan.
- TAs attend appropriate training to support children with SEN. The content depends largely on the need of children with SEN in the school at the time. We do however also consider the professional needs of our TAs. Training may be led by the SENCO, other staff members or an appropriate outside agency.

In recent years there has been an ongoing programme of CPD to update skills and knowledge.

- Understanding ASD training, a 4 month course, completed by two class teachers.
- Understanding Behaviours that Challenge, a 4 month course, completed by 1 class teacher.
- Hearing Impairment training for identified staff.
- Access to our Local Collaborative schools TA network support programme of training.
- Staff Attendance at the Updates to the Wiltshire Autism Assessment Service.
- Whole staff training on the WGRSS by the Specialist Special Educational Needs Service.
- Senco attendance at Wiltshire LA SEND conference.
- Senco attendance at termly SEND leader's collaborative meetings within our school cluster.
- Ongoing TA network support programme as part of our collaborative.
- Maths Mobius teaching for mastery.

Different staff (from across the school) have received training in recent years to provide intervention support programmes to children who need it.

These include:

- ALK/Units of Sound (Dyslexic Action)
- Phonics support in phonological skills
- Reading Boost
- P.A.T
- Rapid Maths
- Social Skills/Stories
- Motor skills support
- Speed Up/Write from the Start handwriting programmes.

The Senco has undertaken national accreditation in the role of Senco, holds a post graduate diploma in special needs and has an AMBDA (Associate member of the British Dyslexia Association), qualifying her to diagnose and offer specialist teaching to children with dyslexia.

How are school resources allocated and how will we match the curriculum to your child's needs?

We aim to ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

- The Budget is allocated on a needs basis. The children who have the most complex needs will be given the most.
- Special Needs resources for most pupils can be found in their classrooms e.g. individual reward cards, fidgets, wobble cushions, concrete learning materials and visual timetables
- Teachers and teaching assistants work closely together to ensure effective differentiation and deployment of adult support in liaison with the SENCO.
- Class teachers and teaching assistants develop resources for specific children to use (these are handed to the next teacher during transition meetings at the end of each academic year).
- We have a team of teaching assistants who provide extra input in supporting children to access the curriculum, either in class, leading small groups or running individually targeted intervention programmes.
- Teachers refer to and implement strategies from specialist documents e.g. SWASS: Support in Wiltshire for Autism – School Strategies Document.
- ICT is utilised to help children access the curriculum.

How does the school judge my child's progress and whether the support has had an impact?

- Children's progress is constantly reviewed against targets by class teachers, but progress is formally reviewed three times a year. This includes progress against curriculum expectations, end of Key Stage judgements (currently end of year judgements for Year 2 and Year 6) and against specific targets which all children have. However some children with special educational needs have these recorded on individual Target sheets or a 'My Support Plan'. All targets are shared with parents and children and reviewed/updated on a regular basis.
- Pupil Progress meetings take place three times a year where children's progress and the strategies in place are discussed between the Head Teacher, Deputy Headteachers, SENCO and class teacher
- Following this, the additional support a child receives may continue in the same way, be reduced, changed in its approach, or ceased, depending on whether progress against targets has been made and sustained. New targets will be set.
- Children may be taken off the SEN register when they have made the necessary progress.
- Intervention programs are monitored and evaluated for their impact by the SENCO, class teacher and or/subject leaders and pupils through formal standardised assessments, class assessments and informal feedback.
- Some targets and interventions, e.g. emotional and behavioural, are evaluated in terms of the improvement observed, but are often related to improved access to learning and therefore progress in curriculum expectations too.

If your child has complex special educational needs or a disability he/she may have an Education, Health Care Plan (EHCP), also known in Wiltshire as a My Plan, which means that a formal Annual Review meeting will take place every year to review your child's progress.

What opportunities will there be to know how my child is doing and discuss progress?

We believe that your child's education should be a partnership and so we encourage all parents to be involved and provide numerous formal and informal opportunities for parents to discuss their child's progress.

- You will be invited to discuss your child's needs, support and progress at least three times a year at parent teacher consultations.
- You are also welcome to make an appointment at any time to meet with your child's class teacher.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Your child's teacher, or the SENCO, will be able to talk to you about how you can help at home. E.g. through games or personalised home learning, including online learning resources.
- The SENCO is also available to meet with parents. This can be to share concerns, discuss reports from other agencies, talk about progress and decide on next steps.
- If an external agency is involved with your child parents are invited to meet with the specialist on the day of their observations or assessments and we ensure you receive a copy of their reports.
- We invite parents to workshops in school, where we explain how we teach certain areas of the curriculum.
- A yearly formal report will be issued in the Summer term and there is a short mid-year report which accompanies a parent consultation meeting.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through school council meetings, eco, sports and Youth Parliament meetings.
- All children discuss their targets with their teacher and children with special educational needs may also do this with a teaching assistant.
- If a child accesses a small group or individual intervention programme they will be asked to contribute their views at least annually or at the end of the programme.
- If your child has an Education, Health Care Plan their views will be sought at the review stage.

How will my child be included in activities outside the classroom, including school trips?

We aim for all children to be included on school trips and residential trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

What support is there for my child's overall wellbeing?

Social, emotional, moral and spiritual development is central to the teaching and learning within our school. An ethos of equity and mutual respect is encouraged, where all pupils are valued and their diverse abilities celebrated.

We have a newly appointed ELTA (Emotional Learning Teaching Assistant) who works with children who need social and emotional support. Behavioural, emotional and social support and nurture groups are provided to individual or small groups of pupils as and when required. The



school aims to be supportive of all pupils needs and offers effective pastoral care. The following strategies are currently being utilised for particular pupils:

Meet and Greet

Playground support

Pastoral care

Buddy system/Mentoring

Flexibility: regarding the length of day, early pick ups, late drop offs

Within our school:

- Positive peer friendships are encouraged and older pupils are often involved in supporting and mentoring younger ones
- Pupil voice is encouraged through a variety of mechanisms, including the school council. This leads to high levels of pupil involvement resulting in changes to school practice and procedure.
- Behavioural policies within the school are based on encouraging pupils to make positive choices.
- Reasonable adjustments are made to ensure the risk of exclusion is minimised.

How accessible is the setting?

- The main school building and classrooms are all on one level, with ramps and are fully wheelchair accessible. There is a separate disabled toilet accessible for wheelchair users.
- Our most recent classroom build (2015) was designed to take account of disability, including visual and hearing impairment; access needs and includes an additional disabled toilet.
- The outdoor environment is wheelchair accessible.
- A sound system (for the classroom/hall) supports the inclusion of two hearing impaired children. Additional soundproofing in our Year 1 and 2 classes during 2017 supported the further inclusion of children with hearing impairment.
- Risk assessments are undertaken to ensure the safety and inclusion of all pupils.
- Teaching resources and the school learning environment are routinely evaluated to ensure it is accessible to all pupils.
- The school has implemented a consistent 'Communication in Print' visual strategy across the school to support all pupils, but particularly those with ASD.
- Whole school policies (e.g. Behaviour and Anti-Bullying policies) and all school related activities are evaluated regularly to ensure inclusion and progress for SEND pupils.

We always try our best to meet specific needs and are always happy to discuss individual access requirements.

Can special diets be accommodated?

Meals can be ordered that are suitable for those who are vegetarian/vegan or for those with allergies, intolerances or specific religious requirements.

How will we support your child in joining or transferring to a new school?

We realise that moving on, to a new school or when changing class, can be a difficult time for a child with SEN and so we encourage all new children to visit the school prior to starting with us.



We make arrangements to ensure that the transition is as smooth and anxiety free as possible. using some or all of the following:

- Photographs of buildings, rooms, staff.
- Extra school/class visits.
- Extra meetings with new teacher.
- Liaison/meetings with pre-school staff prior to induction
- Liaison with staff at new setting.
- Transition club for year 6 pupils.
- Transition Booklet

For children with special educational needs or a disability we may facilitate a phased transition to help your child get used to the new environment. We would also visit them in their current setting and at home if appropriate. We also liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has an EHC Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

What percentage of the school has SEN?

Our school data for 2020 shows 20.7% of children are on our SEN register, which includes 3.1% with an SEN Statement/EHC plan.

What should you do and who should you contact if you have a complaint?

All complaints will be treated seriously and can be made either informally, to the appropriate person or formally, to the Head teacher who will take over all responsibility. If necessary, a complaint will be referred to the Governing Body.

How does the school raise awareness about SEN?

Opportunities are also provided within the school year to raise awareness of specific learning/medical difficulties through assemblies, curriculum work, workshops e.g.

- Dyslexia Awareness Week
- Diabetes
- Deaf Awareness
- Autism
- Macmillan Cancer Care event
- Coffee drop ins for parents
- Newsletters
- Emails

How are the Governors involved and what are their responsibilities?

The Head Teacher and Deputy Headteacher (as Vulnerable Learners Lead) report to the Governors to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. Simone Evans is the governor responsible for special educational needs and disabilities and meets regularly with the SENCO. Simone Evans is the governor responsible for overseeing Vulnerable learners. They both report to the Governors to keep them informed.

School priorities relating to provision for children with special educational needs and disabilities are set out in the School Improvement Plan which is agreed by the Governors. Achievement of these objectives is jointly evaluated by staff and Governors.



Who do you contact for further information?

- The first point of contact is your child's class teacher to share your concerns.
- You can also arrange a meeting with the SENCO.
- Look at our Special Educational Needs Policy on our website.

For further information on special needs within Wiltshire parents are advised to refer to [**www.wiltshirelocaloffer.org.uk**](http://www.wiltshirelocaloffer.org.uk)

For further information on SEN or Holt School please contact [**admin@holt.wilts.sch.uk**](mailto:admin@holt.wilts.sch.uk)

Jane Smith: Senco

Jo Hodge: Headteacher

Simone Evans: SEN Governor

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