

# SEN Policy and Information Report

## Hollydale Primary School



**Approved by:** Hollydale Primary School

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## 1. Aims and Vision

### 1.1 Policy Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 1.2 School Aims

Hollydale Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Providing support from specialists to enable children to achieve and succeed;
- Promoting Hollydale's Core Values to enable the children to value themselves and each other; the Core Values are:
  - We take **responsibility** for our actions and always make sure we do the right thing.
  - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
  - We develop positive **relationships** with others.
  - We develop **resilience** and deal with challenges knowing that we can succeed.
- Promoting an effective partnership with parents/carers and the wider community.

### 1.3 School Vision

At Hollydale Primary school we have high expectations of every child and encourage them all to **be the best they can be**, to work hard, be aspirational, love learning and grasp every learning opportunity provided. We provide diverse artistic, cultural and sporting opportunities to support the learning of all learners.

As a school we welcome children with special educational needs, we believe that they like all our pupils, are entitled to the best possible education. Hollydale Primary School is an inclusive school where there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

We aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy). At Hollydale we aim to provide an environment in which all our children, irrespective of ability, gender, race or social grouping, are enabled to work to their full potential. All children identified receive a curriculum relevant to their needs and ability and which fulfils the requirements of the National Curriculum.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent, courageous, resilient and ambitious learners.

***'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'***

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Hollydale is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

#### **1.4 Meeting Diverse Needs**

At Hollydale we recognise that in order to achieve the School Aims and vision we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

#### **1.5 Potentially vulnerable groups**

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (INCLUSION COORDINATORS) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

***Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?***

Everyone at school works to make sure that our pupils are safe and happy, can learn well and are growing up to be the best they can be. Any of the staff named below can be contacted through the school office on: [admin@hollydaleprimary.co.uk](mailto:admin@hollydaleprimary.co.uk)

### 4.1 The INCLUSION COORDINATOR

The INCLUSION COORDINATOR is **Esther Sharkey-Yun**

She will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **4.2 The role of the governing body:**

The governing body will:

- To appoint a SEND governor specifically to support and monitor SEN and disability provision at Hollydale.
- To evaluate and review the school's SEND policy as to its effectiveness in meeting the needs of SEND pupils;
- To carrying out its duties in line with the most recent SEND Code of Practice;

## **4.3 The SEN governor (Jessica Heal)**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and INCLUSION COORDINATOR to determine the strategic development of the SEN policy and provision in the school

## **4.4 The headteacher (Reema Reid)**

The headteacher will:

- Work with the INCLUSION COORDINATOR and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the INCLUSION COORDINATOR to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

# **5. SEN information report**

## **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **5.2 Identifying pupils with SEN and assessing their needs**

The Code of Practice 2015 states that:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

So the early identification of Special Education Needs can be manifested in the following different ways:

- Difficulties acquiring and using new knowledge, concepts and skills;
- Specific Learning Difficulties (e.g. Dyslexia);
- Extremely low levels of Self Discipline or Self-Esteem;
- Difficulties with Emotional or Social Behaviours;
- Physical Disabilities;
- Sensory Impairments;
- Speech, Language and Communication Difficulties;

We will assess each pupil's current skills and levels of achievement on entry, which will build on previous settings and Key Stages, where appropriate. **Class teachers** will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- **Class teachers** will raise concerns about the progress and achievement of pupils with the Inclusion Coordinator and SLT.
- Further assessments of phonics (using 'Phonological Assessment Battery'), reading (using 'Neale Analysis of Reading Ability') and numeracy (using 'Sandwell Early Numeracy Test') will take place as necessary conducted by the **Inclusion Coordinator**.
- The **Inclusion Coordinator** will also observe a pupil in class and at playtime to assess a child's social and learning needs.
- If needed, pupils will be referred to **external specialists** for further assessments (Pediatric assessment, social and communication clinic assessment, speech and language assessment, educational psychologist consultation and assessment). Parents/carers permission will always be sought before a SEND referral to external agencies is made.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving pupils and parents**

When a concern is evident the class teacher will liaise with the Inclusion Co-ordinator and parents/carers to ensure all are aware and can plan the best ways forward together.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **Parent/Carer/Teacher Meetings**

- In addition to termly parent/teacher meetings, parent/carers can contact the Class Teacher to request information about how well their child is doing in school at any time.
- Yearly written reports from the class teacher also outline how children are doing in school and suggest next steps for learning.
- Once a child has been identified as having an SEN, and added to the SEND register, parents or carers will have Termly SEND meetings with the Inclusion Coordinator to discuss how their child is

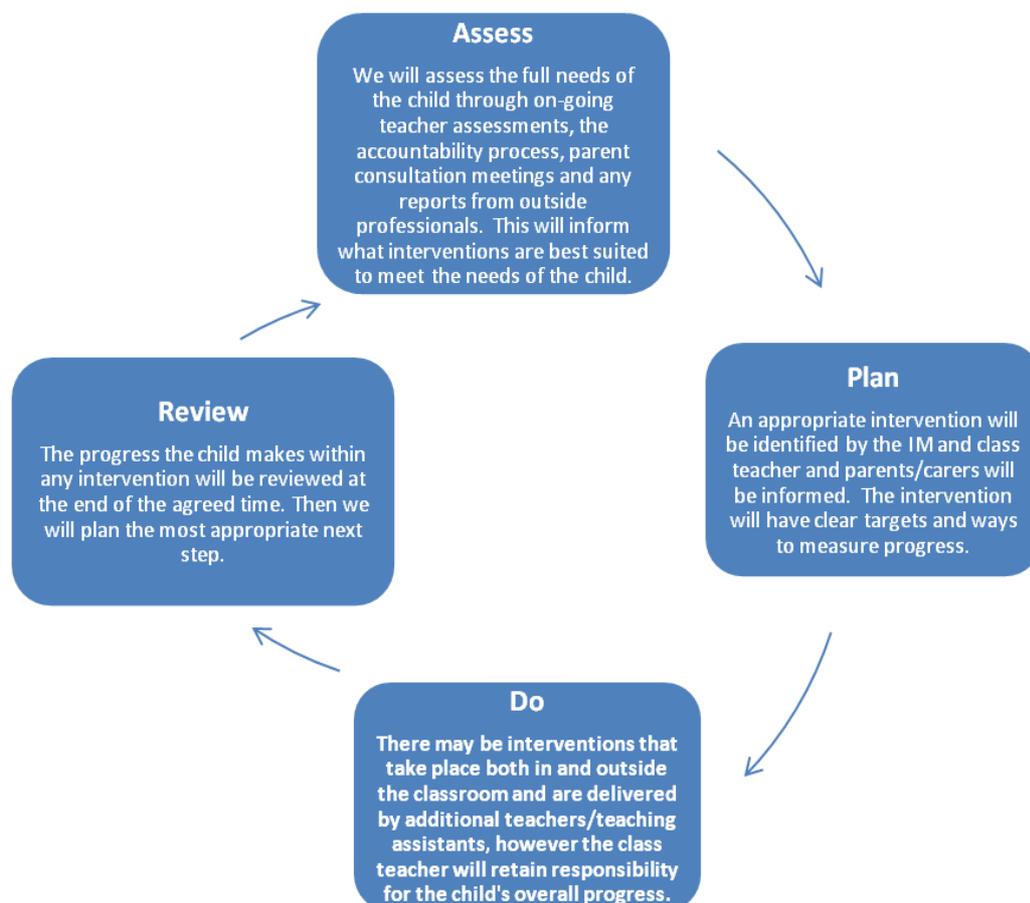
doing in school, and be involved in sharing their view on provision for their child and expected outcomes for the next term through joint target setting.

### **Pupil involvement in their learning**

- Children are involved in setting targets for themselves each term with regards to their learning. These are clearly displayed in literacy and maths books.
- Children are encouraged to self and peer assesses their work regularly, so that they become skilled at pinpointing where their difficulties lie and have more of a stake in setting their targets.
- SEN children will be included in meetings with parents and the inclusion coordinator, and asked for their input on how they are doing and what they would like done to help support their learning.
- Some SEN children (usually pupils with EHC plans) will work with adult supporting them to create 'communication passports' at the beginning of the year and 'transition booklets' at the end of the year to help show adults working with them about their interests, support they need, difficulties they feel they may have and strategies they feel work for them.
- Children with EHC plans will be asked for input when it comes to the yearly annual review of their plan.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



#### **ASSESS:**

The class or subject teacher will work with the INCLUSION COORDINATOR to carry out a clear analysis of the pupil's needs (refer to section 5.2). This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

#### **PLAN:**

Once an assessment has taken place, teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support that will be provided, and any teaching strategies or approaches that are required.

- Class teachers will be asked to set measurable targets to show that their SEN children are making progress, especially when their progress may be slower than others and so not showing on the Target tracker steps at the expected rate.
- Additional interventions will have clear targets and ways to measure progress; this will be recorded on the **class provision map**.
- Pupils with EHC plans, will have a '**delivery plan**' in place, which clearly shows which outcomes they are working towards and how these will be achieved.
- Some pupils will have **external specialist support**. These pupils will have targets set for them, and required provision to achieve these detailed in reports from specialists such as the Educational Psychologist, the Speech and Language Therapist, the Autism Outreach Team and Behaviour Specialists from Summerhouse,

#### **DO:**

Using the targets and desired outcomes, provision will be put in place to ensure a child with SEND is able to make progress and achieve. It is likely that a range of school staff will be involved in ensuring that all the strategies are implemented successfully, and interventions may take place both in and outside the classroom, however **the class teacher remains responsible for the child's overall progress**.

- The class teacher is **responsible** for working with all children on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the teacher still retains **responsibility** for the child
- The Class Teacher will work **closely** with the Teaching Assistant or Specialist Support Staff involved by planning and assessing the impact of interventions and how they are linked to class teaching.

#### **REVIEW:**

**We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.**

- The inclusion coordinator will support the class teacher by observing interventions and monitoring delivery, impact and success.
- Staff involved in delivering interventions will keep records of progress made in each lesson, and will raise concerns immediately with the class teacher and inclusion coordinator if the provision is not having the desired outcome.
- If other external professionals are involved, a Team around the Child (TAC) meeting may be held to review your child's needs; share strategies used and ensure adequate provision is in place.
- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with **clear information** about the impact of the support and interventions during Class Teacher/parent/carer meetings, enabling them to be involved in the next steps.

**Reviews will be undertaken throughout the year:**

- Class provision maps will be reviewed termly by the class teacher and monitored by the inclusion coordinator.
- The delivery plans for pupils with EHCPs will be reviewed termly by teachers, the inclusion coordinator and parents/carers.
- Termly Pupil Progress meetings will be held with the Senior Leadership Team, Inclusion Coordinator, Class Teacher and Teaching Assistant.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, (the child's name may be removed from the Register) SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

*Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.*

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

Children and young people with SEND can become particularly anxious about "moving on", whether it is into the school, into a new class or on to a different school so we seek to support successful transition by the following steps:

### **When moving to another school:**

- ✓ We will contact the School Inclusion Coordinator/SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ In some cases additional multi-agency meetings (TAC- Team Around the Child/ TAF –Team around the Family) may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

### **When moving classes in school:**

- ✓ An information sharing meeting will take place with the new teacher in advance
- ✓ Opportunities to visit the new class and teacher
- ✓ A transition book may be created and sent home with parent/carers to read during the holiday period

### **When moving to our school**

- ✓ All casual admissions will meet with an appropriate member of the Senior Leadership Team to collect information. Learning mentor support will be provided to help children settle into class
- ✓ Where there is a SEND need the Inclusion Coordinator or Class Teacher will where possible attend or organize a transition meeting
- ✓ The Inclusion Coordinator will liaise with the previous school's SENDCO to discuss the transition and on-going support.
- ✓ Early Years Practitioners will conduct a home visit
- ✓ Appropriate support will be deployed to meet SEND needs

### **When moving from Year 6 to Secondary school:**

- ✓ We fully support parents in making decisions about the secondary school they choose for their children and work with them to ensure the transition from KS2 to KS3 is smooth.
- ✓ Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- ✓ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- ✓ In some cases we will work with the local authority Special Educational Needs and Disability Inclusion Practitioner (*SENDIP*) to liaise with Secondary Schools and put in place a more detailed plan to ensure a smooth transition for more vulnerable pupils. The SENDIP will then follow up and continue to support the child once they are in Y7 if necessary.

## **5.6 Our approach to teaching pupils with SEN.**

*SEE THE 'WHOLE SCHOOL PROVISION MAP' FOR FURTHER INFORMATION ON PROVISION PROVIDED.*

*How will teaching ensure my child needs are met?*

- **High quality teaching** is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Teachers will have the highest possible expectations for your child and all pupils in their class.
- Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand but challenges them.
- Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements.
- Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the Inclusion Coordinator, external specialist staff.
- Homework is differentiated to ensure that it is at an appropriate level. Children in Key Stages 1 and 2 have access to homework clubs enabling them to receive help where necessary.

### **Types of Intervention**

The school's Inclusion Coordinator will work with the class teacher to determine which intervention(s) is the most appropriate to meet the needs of the child. Where necessary she will consult with external specialists to determine the most appropriate method of support.

We will also provide the following interventions:

- Extra group support in class e.g. subject specific targeted small group work.
- Reading support (DSR, extra guided reading group support, extra individual support through 1:1 reading with TA, twice weekly Reciprocal Reading group sessions with a TA)
- Beanstalk volunteer readers (volunteer reading support 1:1).
- Literacy Lab 1:1 literacy tutors.
- Literacy Lab 1:1 literacy volunteers.
- Phonics groups.
- EAL support.
- TA led maths interventions.
- TA led handwriting groups.
- Toe by Toe (a 1:1 highly structured multi-sensory phonetic approach to literacy)
- Numeracy and Literacy lessons taught in a smaller group at a targeted level by intervention teachers, a member of SLT or the Inclusion Coordinator.
- Booster classes (after school) for revision prior to Y6 SATs.
- TA led speech and language groups (narrative groups, talking tables, lego therapy or social skills).
- Fine and gross motor skills programmes.
- School based counseling sessions.

Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, now and next boards etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Seating arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able children. Some children will be given an individual 'workstation' to help them focus and concentrate in class.
- TA support in class to support children's independent learning e.g. – writing frames, break tasks down into steps, understanding of tasks, reminders or WALT and WILF, facilitate group discussion and participation
- WALTs (making clear the learning objective) and WILFs (outlining the steps to success) used in every lesson
- Use of IT programmes in class to reinforce strategies, and for help with typing and organizing work

## 5.8 Additional support for learning

### Teaching Assistants:

We have a number of teaching assistants who are trained to deliver interventions such as:

- Speech and language interventions (Social Skills, Terrific Talkers, Lego Therapy etc)
- Toe by Toe
- Reciprocal Reading
- TEACCH
- Curriculum support (numeracy/literacy)
- Five minute box (literacy/numeracy)
- Spelling Interventions

**Teaching assistants will support pupils on a 1:1 basis when** a child has an EHC plan, or when the class teacher or inclusion coordinator has specified 1:1 support in a specific area.

**Teaching assistants will support pupils in small groups to** help pupils with an EHC plan to meet certain targets, and where the class teacher or inclusion coordinator has identified pupils who all need additional support to narrow the gap in a particular area. External Specialists (such as the speech and language therapist) will also train and organize TA led groups.

### Agencies:

We work with the following agencies to provide support for pupils with SEN:

- The school provides support from a speech and language therapist (Charlie Hollins)
- The school has regular support from an educational psychologist (Sharon O'Connor)
- The Autism Outreach team provides support for pupils with an ASD diagnosis.
- The school nursing team provides training and support to staff, parents and pupils.
- The school works together with professionals from children's services
- The school works with professionals from the local authority (eg. SENDIP, EHCP coordinators etc)

## 5.9 Expertise and training of staff

An on-going programme of training is in place to ensure that our qualified teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all children including those with SEND and medical needs. They have regular training provided by internal and external specialists, e.g. speech and language therapist. The training of staff is monitored and recorded to ensure there is training across a range of areas and that new knowledge acquired is put into practice in the classroom.

## **5.10 Securing equipment and facilities**

All schools are allocated a budget to provide for the educational needs of all children who attend the school.

### **SEND Budget**

In addition, the Local Authority delegates specific funding to school to meet the needs of children with SEND based on social deprivation factors, the number of children who qualify for free school meals and children's prior attainment. This money is used to meet the additional needs of SEND children within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

### **Children with Statements/EHC Plans**

Formerly, the Local Authority provided additional funding for children with Band 3 or 4 Statements. Band 5 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support these children's needs using delegated funding mentioned above.

The school will now finance the first £6000 of any future EHC plan from the SEND budget.

Support is provided for children with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the child's specific needs and to achieve the objectives set out in their plan.

### **Pupil Premium**

Pupil premium funding is also available to meet the needs of children entitled to Free School Meals or who are Looked After. Six monthly PEP meetings for Looked After children will consider the provision and funding required to meet the needs of LAC children.

### **Use of funding/Allocation of resources**

The Head Teacher deploys support staff to classes to meet the needs of children. This is informed by data analysis taken from the schools assessment cycle and the needs of individual children identified with SEND and or disabilities.

The Inclusion Coordinator deploys Specialist Support Staff to meet the needs of children requiring SEN support.

### **External Agency/Specialist Provision**

The school has purchased 35 days of support from a Speech and Language Therapist to assess and provide advice with regards to the needs of children with speech and language difficulties.

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.

## **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEND by following the ASSESS, PLAN, DO, REVIEW cycle. This allows us to see if pupils are making progress and achieving their intended outcomes with the additional support they are receiving. The school makes sure the support in place is effective by:

- Reviewing pupils' individual progress towards their goals each term at pupil progress meetings with class teachers, teaching assistants, the senior leadership team and the inclusion coordinator.
- Reviewing the impact of interventions by observations and setting SMART targets that are to be achieved. There will be a baseline assessment before an intervention starts and an assessment completed at the end to see progress made. Intervention data will be recorded on class provision maps and reviewed termly.
- Giving pupil questionnaires to pupils twice a year to gain their opinion on interventions they have been doing.

- Monitoring by the Inclusion Coordinator – this will include observations, checking interventions records and books, getting specialists (e.g. the ASD team, the Speech and Language Therapist) to observe and feedback on interventions and support and assess the progress of individual children.
- Both the Inclusion Coordinator and SLT will complete observations and book scrutinies throughout the year to evaluate the effectiveness of adaptations made to the curriculum and the differentiation in place for SEND pupils in the classroom.
- The speech and language therapist will set targets for children on the specialist caseload and these will be reviewed and children's progress towards them assessed.
- Literacy Lab tutors will assess children's reading age, comprehension age and phonological knowledge on a termly basis, reporting the information and effectiveness of their input with pupils to the Inclusion Coordinator and SLT.
- Having delivery plans in place for all EHCP pupils, with specific targets they are working on from their EHCP, ensuring targets from each of the four areas of need are being met. These will be reviewed termly.
- Holding annual reviews for pupils with statements of SEN or EHC plans.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

Hollydale is an inclusive school that has a wide range of extra-curricular activities through enrichment clubs that are available to all pupils. After School and/or lunch time school activities may vary but currently include a range of creative (art, choir), sporting (football, basketball), IT (minecraft, touchtyping) and curriculum based (science) clubs.

It is important that all pupils have access to school visits and trips, which offer new and stimulating learning opportunities. We conduct a risk assessment of each visit/trip in advance so that we know we have everything in place to make it a success and safe for all pupils, especially for children with SEND. Where necessary we make adjustments to meet their needs. Class teachers make the risk assessment for trips and will ask for the support of the Inclusion Coordinator to make any adjustments necessary.

Currently Year 6 pupils go on an end of year residential, and all pupils are encouraged to participate. Where necessary detailed plans will be put together outlining the support a pupil may need so that they can take part – parents will be invited to meetings with staff going on the trip and the Inclusion Coordinator in order to create this. Pupils themselves will also be involved in this process, and may work with a teaching assistant prior to the trip to build up their confidence to go and understanding of what will take place once they arrive.

All pupils take part in every aspect of school life at Hollydale – assemblies, music lessons, sports day and workshops as well as a full range of special events such as the Valentines Disco, Easter Bonnet parade and Harvest assembly. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

#### ***How accessible is Hollydale for our pupils?***

- The school building is mainly two storey Victorian building, (with a two storey annexe and single storey adjacent buildings), and although there are ramps into the main school and annexe buildings some parts of the school are not easily accessible for those with certain disabilities, e.g. wheelchairs due to a lack of a lift to reach the second floor. Teachers adapt classroom layouts to cater for children with special needs and or a disability. There is a toilet for people with disabilities within the House annexe, but these are not generally available throughout the school. Please see the Accessibility Plan for further information.

### **5.13 Support for improving emotional and social development**

- We aim to provide a safe, calm, happy and tolerant environment where everyone feels valued, and where every child makes good choices so that everyone can learn and achieve to the best of their ability.
- We have a strong pastoral care (PSHE) curriculum which encourages pupils to be tolerant and respect the values and beliefs of others. In addition our assemblies teach our pupils about

fundamental British Values and to accept and appreciate the diversity both within the school and wider community.

- The school has an ELSA room, where counselling sessions take place. It is also opened at lunchtime as a quiet space where children can go to enjoy games and activities.
- Pupils with SEN are also part of groups such as lego therapy and social skills that encourage team building and the development of social communication and interaction.

Hollydale Primary School recognises that children with SEN may find it more challenging to express their opinions and views. They may be at greater risk of bullying. The school works actively to create an environment in which this is less likely to happen. The school's core values: Respect, Responsibility, Relationships and Resilience are key to creating an ethos where all staff and children care for each other. Children are taught about how to live by the core values during assemblies, and in class. These actively include prevention of bullying and how to manage situations if they occur.

The school organises a number of events/training throughout the year to prevent bullying such as:

- ✓ Anti-bullying workshops
- ✓ Anti-bullying week

We have a zero tolerance approach to bullying.

#### **5.14 Working with other agencies**

The school has purchased 35 days of support from a Speech and Language Therapist to assess and provide advice with regards to the needs of children with speech and language difficulties.

The school also receive support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for children.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting children and families. We will actively support the establishment and maintenance of close links with all agencies working with children.

#### **5.15 Complaints about SEN provision**

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.

The following is a short overview of the complaints procedure:

#### **Summary of the School's Complaints Procedure**

##### **Stage 1**

Parent seeks to resolve the concern with the Class Teacher.

##### ***Resolved?***

**Yes**- No further action.

**No** - Parent seeks to resolve the concern with the Head Teacher.

**Resolved? Yes** - No further action.

**No** - Parent puts the complaint in writing to the Head Teacher.

##### **Stage 2**

Head Teacher investigates and responds to the parent.

**Resolved? Yes** -No further action.

**No** - Parent writes to the Chair of Governors. Chair of Governors investigates and responds to the parent.

**Resolved? Yes** -No further action.

**No** move to stage 3

### Stage 3

Parent may write to the Local authority (on 020 7525 0042 or via email at: [complaints@southwark.gov.uk](mailto:complaints@southwark.gov.uk)) or to the Secretary of State for Education and Skills.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEN

There are a number of local and national services designed to support parents and carers on many SEND areas. Some popular services are listed below:

#### **GENERAL SUPPORT**

**Southwark Local Offer:** For further information about support and services for pupils and their families please visit the Southwark's Local Offer at the following website: [www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk)

**Southwarks' Information Advice and Support (SIAS)** team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. Please find more information at the following website address: <http://localoffer.southwark.gov.uk/information-advice-and-support>? You can email them at: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk) or Tel: 0207 525 3104

#### **AUTISM**

**National Autistic Society** is the leading UK charity for people with autism and Asperger syndrome and their families. They provide information, support, and pioneering services and run a number of campaigns to raise awareness. Website: <http://www.autism.org.uk/>

**National Autistic Society Southwark Branch** offer a support group which runs twice a month in quiet pubs in two different locations in the borough. It aims to provide emotional support in a friendly and supportive environment and to give information about local services.

Please see website for details of forthcoming meetings Pamela Douglas (Branch Officer)

Email: [southwark@nas.org.uk](mailto:southwark@nas.org.uk) Tel: 07747 768536

**Resources for Autism** provide a range of support services for both children/young people and their families including autism specific home/community support for all ages and autism specific parent/carer groups. They also offer autism specific play and youth clubs and holiday play schemes for children and young people aged 8-19 years old.

Website: [www.resourcesforautism.org.uk](http://www.resourcesforautism.org.uk) Email: [liza@resourcesforautism.org.uk](mailto:liza@resourcesforautism.org.uk) Tel: 020 8458 3259

#### **ADHD**

**ADDISS The National Attention Deficit Disorder Information and Support Service** provide information and resources about Attention Deficit Hyperactivity Disorder to parents, sufferers, teachers or health professionals.

Website: <http://www.addiss.co.uk/about.htm> Tel: 020 8952 2800

**The ADHD Foundation** supports achievement, educational attainment, mental health and employability. The Foundation works in partnership with those living with ADHD, enabling them understand and manage ADHD. Website: <http://www.adhdfoundation.org.uk/> Telephone: 0151 237 2661

### **ALL DISABILITIES**

**Contact a Family** is a UK-wide charity providing advice, information and support to the

Parents of all disabled children, no matter what their disability or health condition. They enable

Parent's to get in contact with other families, both on a local and national basis. The Southwark branch produces the **Grapevine Newsletter** outlining events and information for parents. Services include: drop in service at Sunshine House and selected children centres; phone advice 5 days per week between 9.00 am and 5.00pm; Helpline advice on specialist topics: education, welfare and benefits, housing; casework support to individual families; DLA workshops at Sunshine House; family-focused social events; coffee mornings and afternoons. For more information regarding Contact a family generally please see Website: <http://www.cafamily.org.uk/>

Details of the Southwark branch are as follows: **Cambridge House, 1 Addington Square, London SE5 0HF**, Email: [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk) Tel: 020 7358 7799

**KIDS:** Is a charity that works with children and young people from birth to the age of 25 who are disabled; those who may have 'a physical, sensory or mental impairment (including mental health issues) which in creates barriers which hinder their full and equal participation in society.' Their work is also with the individuals who are affected by this situation (such as families and young carers). **KIDS London:** 7-9 Elliott's Place, London N1 8HX  
Website: [www.kids.org.uk](http://www.kids.org.uk) Tel: 020 7359 3635

#### **KIDS London SEN Mediation Service**

is an independent disagreement resolution service that provides mediation meetings for parents of children with Special Educational Needs and their local education authority or the child's school when there is some kind of disagreement surrounding how best to meet those needs. Mediation is an informal, voluntary process where parties in disagreement meet together with an independent mediator.

Website: <http://www.kids.org.uk/Event/sen-mediation-service> Telephone: 0207 359 3635

**Parents' Voices** this is a Southwark **Parent Carer's Council (PCC)** run by parent volunteers who have children with a disability.

Website: [www.southwarkpcc.org.uk](http://www.southwarkpcc.org.uk) Tel: 020 7525 1106 or 07944107019

**Scope** is a charity that provides free, independent and impartial information and support on the issues that matter to disabled people and their families.

Website: <http://www.scope.org.uk/> Email: [helpline@scope.org.uk](mailto:helpline@scope.org.uk) Tel: (call free on: 0808 800 3333)

### **DOWN SYNDROME**

**Down's South London (DSL)**, is a parent run charity based in Peckham that provides a free, unique early intervention therapy service for children (0-6 years) from South London. Assists their physical, language and emotional development. Email: [gundy@dircon.co.uk](mailto:gundy@dircon.co.uk) Telephone: 020 7701 9521

### **DYSLEXIA**

**The Dyslexia – SPLD trust** is a collaboration of voluntary and community organisation with funding from the Department of Education to provide reliable information for parents, teachers and the wider sector. It can provide specific information and guidance on how to support children and young people with Dyslexia.

Website: <http://www.thedyslexia-spldtrust.org.uk> Email: [info@thedyslexia-spldtrust.org.uk](mailto:info@thedyslexia-spldtrust.org.uk) Tel: 01344 381564

**Dyslexia Action** is a charity that provides services and support for people of all ages. The website includes information for parents and carers, including a reading list for reluctant readers. Local centres in the UK provide assessment and tutor facilities. All Dyslexia Action Centres offer free half hour consultations as well as assessments, screening, tuition and consultancy.

Website: <http://www.dyslexiaaction.org.uk>

**Calibre Audio Library** is a charity that believes that having poor sight or other reading difficulties, such as dyslexia, should not act as barriers to the pleasures of reading. They lend audio books to members aged 5+. There is a joining fee of £20 for young members.

Website: <http://www.calibre.org.uk> Tel: 01296 432339 Post: Calibre Audio Library, Aylesbury, Bucks, HP22 5XQ

### **DYSPRAXIA/DEVELOPMENT COORDINATION DISORDER (DCD)**

**Dyspraxia Foundation** can help to find sources of support. It publishes a range of leaflets, booklets and books on aspects of the condition. Website: <http://www.dyspraxiafoundation.org.uk> Tel: 01462 454986

### **HEARING IMPAIRMENT**

**The National Deaf Children's Society (NDCS)** is a charity dedicated to creating a world without barriers for deaf children and young people. They can provide online factsheets, booklets and DVDs. You can become a member of the NDCS and receive family support via the helpline.

Website: [www.ndcs.org.uk](http://www.ndcs.org.uk) Email: [helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk) Telephone: 0808 8008880

### **MENTAL HEALTH**

**Young Minds** is the UK's leading charity committed to improving the emotional wellbeing and mental health of children and young people. They provide information and support for anyone worried about a child or young person's behaviour and mental health, including information regarding symptoms, diagnosis and treatment of common mental health and behaviour concerns, especially for parents and carers.

Website: <http://www.youngminds.org.uk> Parent helpline: 0808 802 5544

### **SPEECH AND LANGUAGE**

**I can** provide a range of information services, help and advice for parents about speech, language and communication. It includes a free call-back service with a speech and language therapist, Talking Point a website dedicated to speech and language issues and an assessment service.

Website: <http://www.ican.org.uk/> Email: [help@ican.org.uk](mailto:help@ican.org.uk) Tel: 020 7843 2544 - to arrange to speak to a Speech and language therapist.

### **VISUAL IMPAIRMENT**

**Royal London Society for the Blind (RLSB)** supports blind young people & kids to live life without limits.

Website: [www.rlsb.org.uk](http://www.rlsb.org.uk) Email: [enquiries@rlsb.org.uk](mailto:enquiries@rlsb.org.uk) Telephone: 01732 592500

## **5.17 Contact details for raising concerns**

**If you have concerns about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Coordinator.**

Everyone at school works to make sure that our pupils are safe and happy, can learn well and are growing up to be the best they can be. Any of the staff named in this information report can be contacted through the school office on: [admin@hollydaleprimary.co.uk](mailto:admin@hollydaleprimary.co.uk)

### **5.18 The local authority local offer**

Our local authority's local offer is published here: [www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Inclusion Coordinator **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Supporting pupils with medical conditions
- Safeguarding Policy
- Teaching and Learning Policy