

Holland Haven Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2020/21

At Holland Haven Primary School, we believe that all students should be able to make the best possible progress at school and we are committed to ensuring that necessary provision is made for any pupil who has a Special Educational Need or Disability (SEND). We support pupils with SEND to be included in all aspects of school life.

“ All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.” – 2014 SEND Code of Practice.

At Holland Haven Primary School we have **high aspirations for all our pupils**. These are reflected in our school ethos, aims and core values. Every teacher at Holland Haven is responsible for the learning, progress and attainment of every pupil. To read more about our school ethos, aims and core values, please follow this link to our website.
[School Aims & Values - HOLLAND HAVEN PRIMARY SCHOOL](#)

This SEND (Special Educational Needs and Disabilities) Information report explains how we work with parents; the local authority and other services to help our pupils with SEND reach their full potential.

The Essex Local Offer gives parents and carers more information about services available locally. <http://www.essexlocaloffer.org.uk/>

What kinds of SEND are provided for?

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| <ul style="list-style-type: none"> A pupil has SEND when their learning difficulty or disability calls for provision that is different from or additional to that which is typically available to pupils of the same age. | <ul style="list-style-type: none"> Special Educational Needs and provision falls under four broad areas:
 <i>Communication and Interaction</i>
 <i>Cognition and Learning</i>
 <i>Social, Emotional and Mental Health</i>
 <i>Sensory and Physical</i> |
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The Graduated Approach Cycle: ASSESS, PLAN, DO and REVIEW

Parents should inform the school of any existing SEND when the pupil joins the school. Teachers are able to build a picture of every pupil through a range of informal and formal assessment methods. These assessments will highlight children who are working below expectations for their age or who may have SEND. Teachers will discuss their concerns with parents/carers and the SENCo (Special Educational Needs Coordinator). Additional provision will be planned for, evaluated and adjusted, following further assessments. This ongoing cycle is described in the SEND Code of Practise as:

Assess, Plan, Do and Review

ASSESS

How will children with Special Educational Needs be identified and what sort of assessments will be completed?

Typical assessments for each Key Stage include:

Early Years Foundation Stage (EYFS)	Key Stage 1 (KS1)	Key Stage 2 (KS2)
<ul style="list-style-type: none"> Information from parents/ carers and pre-school settings including relevant medical information or knowledge of identified SEND Early Years Baseline assessment 	<ul style="list-style-type: none"> Information from parents/ carers and EYFS teachers EYFS end of year data 	<ul style="list-style-type: none"> Information from parents/ carers and previous teachers. End of KS1 data / assessment data from end of previous year.

<ul style="list-style-type: none"> • Observations during child initiated and adult led activities • Wellcomm Speech and Language screening • Phonological Awareness and phonics assessments 	<ul style="list-style-type: none"> • Formal assessments as part of the typical assessment cycle • Informal assessments through daily work with the pupil • Observation • Phonic Screening 	<ul style="list-style-type: none"> • Formal assessments as part of the typical assessment cycle • Informal assessments through daily work with the pupil • Observation
<p>Additional assessments</p> <p><i>These may be carried out by the SENCo, trained member of staff or external professional to help to identify specific areas of need for a pupil.</i></p> <p>for example:</p> <ul style="list-style-type: none"> • Reading / spelling age assessments • Sandwell Early Numeracy Skills Assessment - <i>used to identify gaps in mathematical knowledge</i> • Reading comprehension diagnostic assessment • Vocabulary assessment • Lucid Rapid (gives an indication of risk of dyslexia) 		<p>Specialist Assessments</p> <p><i>Where our cycle of assessment, provision and review shows that further specialist advice is needed, we are able to call on or refer to external agencies who are able to carry out their own assessments. These specialists may include:</i></p> <ul style="list-style-type: none"> • Speech and Language Therapists • Occupational Therapists • Educational Psychologists • Community Paediatrics • Specialist Teachers

<p>PLAN</p>
<p>How do we meet the needs of children who have/may have SEND?</p>
<p>We use our assessments to identify the type of provision a child may need. We take steps to enable children with SEND to take part in activities along with children that do not have SEND. We use the Essex Provision Guidance Toolkit which provides information about strategies and interventions that target specific needs.</p> <p>Sometimes specialist equipment or adaptations within the classroom are recommended by external professionals e.g. pencil grips, writing slopes, coloured overlays.</p> <p>In some cases we call on specialist external professionals to offer advice on the best types of provision to support a child: these may include Educational Psychologists, Inclusion Partners, Speech and Language Therapy Services, Occupational Therapy Services, School Nurses or Paediatricians.</p>

All pupils (*year group or age criteria may apply*) are able to join in after school clubs and breakfast club. Where necessary, adaptations will be planned to allow a child to access these.

Plans can be put in place for children who need support on school trips or residential visits. Where necessary the advice of specialist external professionals will be sought.

In some cases, additional adult support will be needed.

Speech and Language, Occupational Therapy and Physiotherapy Needs:

ACE Integrated Children's Paediatric Therapy Service accepts referrals for children between the ages of 3 and 7 years, through their Community Gateway, where referrals will be screened and triaged. Referrals for children beyond the age of 7 are only accepted if their difficulties are impacting predominantly on their health, rather than education. Referrals can be made by schools, Health Visitors, 5-19 health practitioners, GP's and Paediatricians.

Types of Provision that may be planned include:

- Intervention to support well-being and mental health
- 1:1 / small group tutoring
- Precision Teaching (a specific 1:1 intervention, sometimes also called Precision Monitoring)
- Spellwise phonics intervention
- Catch Up reading intervention
- Rapid Writing intervention
- 1:1 / small group speech and language intervention
- First Class Maths intervention or small groups to target specific gaps in maths skills.
- Lexia reading intervention
- Talk Boost intervention
- Wellcomm Speech and Language groups
- Fine Motor skills groups

Adaptations vary according to each child's need but may include:

- coloured overlay
- pencil grip
- writing slope
- visual timetables / prompts

In some rare cases children may have specific equipment to facilitate physical access to the environment. In this case, we work closely with the Occupational Therapist or Physiotherapist involved, ensuring the safe and correct use of equipment. Staff training needs are identified and training is given. Some children may have specific physiotherapy or occupational therapy programmes which are carried out by staff after the Physiotherapist or Occupational Therapist has visited school to train staff to carry out the programme.

DO

What is the approach to teaching children with SEND?

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (SEND Code of Practice 2014)

The ASSESS and PLAN stages of the Graduated Approach inform the provision for children in class and in interventions. The planned provision is carried out. This is the “DO” stage of the Graduated Approach.

- High quality teaching and high expectations for all pupils.
- In class provision – strategies / adaptations and equipment as identified in the planning stages of the Graduated Approach
- Planned, focussed interventions which are known to be effective.
- Additional adult support in some cases.
- Teachers take account of the recommendations from external professionals

REVIEW

The outcome of ongoing assessments will be considered and used to evaluate the impact of provision. Where necessary, changes to provision will be made or specialist advice will be sought from external professionals.

Parents or carers of pupils supported through SEN Support or an Education, Health and Care plan, are invited to a review meeting each term, with their child's teacher and/or the SENCo, to discuss progress and impact of the provision.

In addition some pupils may have Team around the child (TAC) or Personal Education Plan (PEP) meetings

Sources of data and evidence of impact of provision include:

- Analyse School Performance (ASP)
- Fischer Family Trust (FFT)
- Target Tracker
- End of key stage assessments
- Year 1 Phonics Screening
- EYFS (Early Years Foundation Stage) Profile
- WELLCOMM screening / Speech and Language assessments
- Annual reviews of EHCPs
- One Planning meetings for pupils with SEND
- Parent/ Carer discussions at Parents' Evenings or additional appointments
- Learning Reviews – discussed at Parents' evenings
- Pupil Progress meetings (held between the Headteacher and class teacher)
- Teacher reports and Learning Reviews
- Parent/carer views
- Pupils' views
- Ofsted findings
- Pre and post intervention assessments and observation
- Ongoing formal and informal assessment.

How do we involve you in your child's education?

Parent –Teacher Communication	Additional opportunities to be involved and contribute to the whole school community	At Home
<ul style="list-style-type: none"> ● Class visits – <i>an opportunity each term, for your child to show you the work they have been doing in class.</i> ● Parents' evenings ● Teachers are available to meet with parents on Wednesdays after school (<i>these can be an informal "drop in" or by appointment</i>) ● Our SENCo is happy to see parents who may be concerned about their child's learning. ● If we identify that a child has or may have SEN then we will meet with parents/carers to discuss our concerns. ● Provision Plan Reviews for pupils with SEND - <i>In these meetings parents/ carers will be invited to share their views and aspirations for their child and can discuss the impact of the provision that is in place. These reviews take place once a term or more often if necessary.</i> ● All children with SEND will have a One Planning Record - <i>this provides an ongoing record of pupil and parent views, provision and needs. These are reviewed each term or more often if needed</i> ● Annual Reviews for pupils with EHCPs – <i>are an opportunity to reflect on the progress that your child has made over the past year, discuss any aspects of their provision and plan the next steps for your child. Outcomes are planned collaboratively with input from the pupil, parents/carers, teachers and any external professionals who may be involved.</i> 	<ul style="list-style-type: none"> ● Friends of Holland Haven ● Governing Board ● Volunteers – <i>a number of parents / carers and grandparents volunteer (e.g. to hear children read, work in our library or help in with Forest Schools.)</i> 	<ul style="list-style-type: none"> ● Our school website offers a great deal of information about our school. It also includes videos to show how we teach phonics and maths skills. ● Homework – <i>Our Homework book contains lots of information about our curriculum.</i> ● Wow moments – <i>we like to celebrate your child's achievements both in and out of school. All classes have a board where notes and photographs of your child's news and achievements can be displayed and shared.</i>

Please note that during the COVID-19 pandemic, current government guidelines on social distancing, class bubbles and other restrictions will be followed and the school's own risk assessment will apply, therefore visitors may not be able to come into the school and face to face meetings with staff may not be possible.

How do we involve your child in their learning and in decisions that affect them?

- Each child with SEND is supported to create their Pupil Passport (*a one page pupil profile*) where they share what is important to them. The Pupil Passport is the starting point for planning provision for a child with SEND.
- Pupils with EHCPs are encouraged to attend and take an active role in their Annual Review meetings. Their views and aspirations are recorded and used to develop **outcomes** and **provision**. Some pupils find it difficult to attend meetings and their views are gathered separately and shared at the meeting on their behalf.
- All pupils are encouraged to share their views in Class Council meetings / self reviews of learning and effort / in class discussions and reflections with teachers / p4c (philosophy for children) and Circle Times.
- We have an active School Council and a Learning Council. Our Learning Councillors also represent us at the Multi-Schools Council.

How do we support children when they join our school, move to secondary school or change classes at the start of a new school year?

Starting School – Early Years Foundation Stage (EYFS)	Moving on from EYFS to KS1 / KS1 to KS2	Moving from Year 6 to Secondary School
<ul style="list-style-type: none"> ● School tours arranged by appointment ● Home School booklets, filled out by parents/carers prior to your child starting school ● Transition Passports – filled in by parents and nursery ● Pre-School visits by teachers and SENCo ● Home visits ● Induction visits ● Opportunity to meet SENCo if parents request this 	<ul style="list-style-type: none"> ● Moving up day – pupils spend a morning with their new teacher and class ● Pupil Passports (one page pupil profiles, created by the children and passed on to their new teacher) ● Liaison between teachers ● Learning Mentor support if needed 	<ul style="list-style-type: none"> ● Open evenings held by the secondary schools ● Taster days ● Induction visits ● Secondary staff visit Holland Haven to meet pupils and discuss any additional needs/ SEND with class teachers and SENCo ● Liaison between primary and secondary SENCo and Learning Mentors ● Additional support from Learning Mentor where needed. ● Secondary SENCo invited to attend summer term review for pupils with an EHCP ● Additional visits arranged for some pupils if needed.

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| | | <ul style="list-style-type: none">• Pupil's SEND paperwork transferred to secondary school |
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Please note that during the COVID-19 pandemic, current government guidelines on social distancing, class bubbles and other restrictions will be followed and the school's own risk assessment will apply, therefore visitors may not be able to come into the school and face to face meetings with staff may not be possible. Pupils transitioning to secondary school may not be able to visit their chosen secondary school.

What expertise and training do staff supporting children with SEND have and how is specialist expertise secured?

- The SENCo is a qualified teacher with additional post-graduate qualifications including NASENCo accreditation (National Award for SEND Coordinators).
- All teachers and learning support assistants (LSAs) attend relevant external and internal training. Specialist training needs are identified and addressed as needs arise and as courses become available.
- We commission a Speech Therapist from Communicate for 2 hours per week. This therapist works with children and also provides advice and training for LSAs so that they are able to deliver speech and language intervention.
- External professionals work with relevant staff to provide specialist training where required for specific pupils.

How are all children included in all that our school has to offer?

In keeping with the Equality Act, reasonable adjustments and adaptations are made to facilitate access for all pupils to:

- High quality teaching
- Curriculum activities in and outside the classroom
- After school clubs and breakfast club
- Appropriate resources to facilitate learning
- School trips and residential visits
- School Council, Learning Council and Multi-School Council

Adjustments and adaptations may include:

- Specialist equipment where recommended by external professionals (e.g. writing slopes, wobble cushions, specific pencil grips, adapted scissors)
- Adult or peer support
- Personalized curriculum under the advice of external professionals

How do we support Social, Emotional and Mental Health Development?

All our pupils have access to:

- Our Learning Mentor
- Whole school behaviour management system and Individualised Behaviour Management Plans where needed.
- Forest schools
- Pupil surveys
- Worry boxes / worry monsters
- Zones of Regulation (emotions scale and strategies designed to support self-regulation) used in every class
- Personal, Social, Health Education (PSHE)
- E-safety lessons

We can offer a range of interventions which help children to develop their social and emotional skills. These interventions include:

- Lego groups
- Smart Thinking groups
- Friendship circles
- Positive Assertive Confidence Skills (PACS)

In some cases pupils need further support and may be referred to:

- Learning Mentor 1:1 sessions
- Principles of Theraplay
- Art therapy
- EWMHS (Emotional Well Being and Mental Health Service)
- Family Solutions

Our Learning Mentor and our Family Liaison worker have attended Mental Health First Aid training.

Who is responsible for the provision for pupils with SEND in the school?

- Our SENCo is Mrs Allyson-May Bradbury. She is a member of the Senior Leadership Team and works closely with the Headteacher, Deputy Headteacher, class teachers, LSAs, external agencies and parents/carers, to identify and make provision for children with SEND.
- It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND , following the requirements of the SEND Code of Practice (Sept '14)
- The governors responsible for SEND at Holland Haven are Mrs Sharlie Patel and Mrs Katie Williams. They meet with the SENCo each term to discuss actions and progress towards SEND targets on the school RAP (Raising Achievement Plan)
- Our Learning Mentor is Mrs Diane Blundell. She provides pastoral support for children who have social, emotional or mental health needs
- Our Family Liaison Worker, Mrs Sally Wood is available to meet with families and offer support and strategies that can be implemented at home.

The role of the SENCo includes:

- Coordinating the provision for children with SEND.
- Coordinating the **graduated approach** (a continuous cycle referred to as “**Assess, Plan, Do, Review**” to identify, plan and evaluate the provision for children with SEND).
- Conducting and arranging for diagnostic tests/detailed assessments of children who have or may have SEND.
- Training / Supporting teachers to implement strategies, set targets and use available resources effectively, in order to meet the needs of pupils with SEND.
- Advising and working closely with teachers and LSAs who work with children who have Education, Health and Care Plans.
- Training / Supporting staff who run intervention groups for children with SEND and regularly evaluating the effectiveness of these interventions.
- Liaising with parents/carers of children who have/may have SEND.
- Liaising with external agencies when necessary.
- Liaising with pre-school and secondary school settings to help to provide a smooth transition for pupils with SEND.
- Working with the Headteacher and governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the records of pupils with SEND are kept up to date.
- Communicating with the Governing Board to enable them to fulfil their monitoring role.
- Attending SENCo cluster meetings and SENCo update meetings to stay informed of local and national changes and expectations regarding SEND issues.

Glossary

Outcomes	The benefit or difference made by the planned provision.
Provision	Adaptations, equipment or interventions that are planned to help a child to learn.
Provision Plans / One Planning Records	A record of a child's needs, strengths and the provision that it planned to help them. These are sometimes called an Individual Education Plan (IEP) by other schools or external agencies. At Holland Haven, provision plans take the form of a <i>One Planning Record</i> which details the support in place for a child and the impact of this support is reviewed each term.
Education, Health and Care Plan (EHCP)	A record of the support that is needed for a child with a high level of special educational need or disability. It is drawn up by the local authority in collaboration with the child, parents/carers, school and other involved professionals, after a full assessment of the child's needs has been carried out.
SEN Support	A category of support for those children who have SEND but do not need an EHCP.
Graduated Approach	An ongoing cycle of assessing a child's needs, planning how to help the child, and reviewing the effectiveness of the planned support once it has been in place for a period of time. The support or provision can be increased if necessary and the support of external professionals can be called on when assessments show that further support is needed.
Local Offer	Local Authorities in England are required to set out in their Local Offer, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have an EHCP.
Special Educational Need and Disability (SEND)	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Reviewed and amended on 22.7.20 for the academic year 2020/21 (AB)