

Holland Haven Primary School

Special Educational Needs and Disabilities (SEND) Information Report

2024/25

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 vision, ethos 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 vision, ethos and values, please follow this link to our website.

[School Ethos & Values](#)

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. [Essex Local Offer](#)

What is SEND?

A pupil has SEND (Special Educational Need or Disability) 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.

The SEND Code of Practice describes a Special Educational Need as :

“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 significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age ...”

The SEND Code of Practice identifies four broad areas of need.

- **Communication and Interaction:**
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
- **Cognition and Learning**
 - MLD (Moderate Learning Difficulties) - Pupil attainment is well below expected in all or most areas of the curriculum, despite appropriate interventions and adaptations. Pupils have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay)
 - SLD (Severe Learning difficulties) - Pupils need support in all areas of the curriculum and have associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties) - Pupils have severe and complex learning needs as well as a physical disability or sensory impairment. Pupils require a high level of adult support for their learning needs and personal care.
- **Social, Emotional and Mental Health difficulties (SEMH):**
 - ADHD / ADD (Attention Deficit Hyperactive Disorder / Attention Deficit Disorder)
 - Mental Health Difficulties - these may include depression, anxiety, eating disorder, attachment disorders
 - Social Disorders
- **Sensory and/or Physical needs:**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability

The Graduated Approach Cycle: ASSESS, PLAN, DO and REVIEW

Parents and carers should inform the school of any existing SEND when a 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 or Disabilities 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 ● Observations during child initiated and adult led activities ● Wellcomm Speech and Language screening ● Phonological Awareness and phonics assessments 	<ul style="list-style-type: none"> ● Information from parents/ carers and EYFS teachers ● EYFS end of year data ● 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"> ● Information from parents/ carers and previous teachers. ● End of KS1 data / teacher assessment data from end of previous year. ● Formal assessments as part of the typical assessment cycle ● Informal assessments through daily work with the pupil ● Observation

Additional assessments

These may be carried out by the SENCo, trained member of staff or external professionals to help to identify specific areas of need for a pupil.

For example:

Specialist Assessments

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:

- Reading / spelling age assessments
- Sandwell Early Numeracy Skills Assessment - *used to identify gaps in mathematical knowledge*
- Reading comprehension diagnostic assessment
- Speech and Language assessments
- Essex Accuracy and Fluency Assessment of Literacy Skills (AFALS)
- Phonological Assessment PHAB2: used to identify difficulties with phonological processing.

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists (we have only been allocated 1.5 days of EP time this academic year)
- Community Paediatrics
- Specialist Teachers

PLAN

How do we meet the needs of children who have/may have SEND?

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 refer to *Essex Local Authority's* [Ordinarily Available: Inclusive Teaching Framework](#) and [Ordinarily Available: - Targeted Support](#) to support us to meet the needs of all pupils.

Sometimes specialist equipment or adaptations within the classroom are recommended by external professionals e.g. mobility equipment

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 Inclusion Partners, Speech and Language Therapists, Occupational Therapists, School Nurses or Paediatricians.

All pupils (*year group or age criteria may apply*) are able to join 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.

Speech and Language, Occupational Therapy and Physiotherapy Needs:

The NHS Paediatric Therapy Service accepts referrals for children. Referrals are triaged. 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
- Group tutoring
- Precision Teaching (a highly targeted 1:1 intervention which takes place daily)
- Little Wandle phonics intervention
- Rapid Writing intervention
- Small group speech and language intervention such as Talk Boost and WellComm
- Black Sheep Narrative Language intervention
- Small group maths intervention to target specific gaps in maths skills.
- Lexia reading intervention
- Fine Motor Skills groups

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

- coloured overlay
- pencil grip
- writing slope
- visual timetable

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 arranged. 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 outcomes 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 SENSsupport or an Education, Health and Care Plan, are invited to a review meeting each term, with their child’s teacher and in the case of pupils with an EHCP (Education, Health and Care Plan) the SENCo, to discuss their child’s progress and the impact of the provision in place.

In addition some pupils may have Team Around the Child (TAC), Team Around the Family (TAF) or Personal Education Plan (PEP) meetings.

Sources of data and evidence of impact of provision include:

- Target Tracker
- End of key stage assessments
- Year 1 Phonics Screening

- EYFS (Early Years Foundation Stage) assessments and observations
- 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
- Pupil Progress meetings (held between the Headteacher and class teacher)
- Class teacher end of year reports
- Parent/carer views
- Pupils' views
- 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"> ● Parent/Carer evenings held in the autumn and spring terms. ● Termly Class Visits where parents and carers have the opportunity to visit the classroom and see their child's work. ● Teachers are able to meet with parents after school (<i>by appointment</i>) ● Our SENCo is available to see parents who may be concerned about their child's learning (<i>parents/carers should always discuss concerns with their child's class teacher in the first instance</i>) ● If we identify that a child has or may have SEND then we will meet with parents/carers to discuss our concerns. ● One Planning 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> 	<ul style="list-style-type: none"> ● Friends of Holland Haven (PTA) ● Governing Board ● Coffee Mornings ● Attending performances and events 	<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 Home School Book contains lots of information about our curriculum, pupil achievements and on-line learning accounts.</i> ● 'Wow' moments – <i>we like to celebrate your child's achievements both in and out of school. Notes and photographs of your child's news and</i>

<ul style="list-style-type: none"> • 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> 		<p><i>achievements can be shared with your child's teacher and celebrated in class.</i></p>
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<p>How do we involve your child in their learning and in decisions that affect them?</p>		
<ul style="list-style-type: none"> • Each child with SEND is supported to create their Pupil Passport (<i>a one page pupil profile</i>) 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 in advance 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, Learning Council and Eco Council. We are also part of the Multi-Schools Council and take pupil representatives to each meeting who give feedback to the School Council. 		

<p>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?</p>		
<p>Starting School – Early Years Foundation Stage (EYFS)</p>	<p>Moving on from EYFS to KS1 / KS1 to KS2</p>	<p>Moving from Year 6 to Secondary School</p>

<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 (completed by parents and nursery) ● Pre-School visits by EYFS teachers ● Induction visits 	<ul style="list-style-type: none"> ● Moving up day – pupils spend a morning with their new teacher and class ● Pupils Passports (one page pupil profiles (pupil views) for for pupils with SEND or additional needs passed on to their new teacher) ● Liaison between teachers during designated staff meeting for passing up information. ● Learning Mentor support where 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 ● MHST (Mental Health Support Team) led Transition Workshop held in the summer term with year 6 pupils. ● Additional support from the 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. ● Pupil's SEND paperwork transferred to secondary school
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<p>What expertise and training do staff supporting children with SEND have and how is specialist expertise secured?</p>
<ul style="list-style-type: none"> ● The SENCo, Allyson Wilson, is a qualified teacher with additional post-graduate qualifications including NASENCo accreditation (National Award for SEND Coordinators). She attends additional SEND specific professional development courses throughout the year. ● 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 Therapy for two full days per week. This therapist works with children and also provides advice and training for staff so that they are able to deliver speech and language intervention and support pupils in class. ● Our Learning Mentor is very experienced and has attended relevant training to equip her to support children with their social, emotional and mental health needs. She holds a MHFA (Mental Health First Aid) qualification. ● We have an ELSA (Emotional Literacy Support Assistant) trained LSA who runs ELSA sessions with children and attends regular supervision sessions with the Educational Psychology Service. Another LSA is qualified to deliver an intervention called Drawing and Talking and also holds a MHFA (Mental Health First Aid) qualification. ● We commission an Art Therapist for one day a week to work with specific pupils, identified by our learning mentor and SENCo. ● 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, Eco 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
- Personalised 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.
- LOtC (Learning Outside the Classroom)
- Worry boxes / worry monsters
- Zones of Regulation (emotions scale and strategies designed to support self-regulation and resilience)
- Personal, Social, Citizenship and Health Education (PSCHE)
- E-safety lessons and Safety Programme (assemblies, visitors etc)

We are able to deliver a range of interventions which help children to develop their social and emotional skills. These interventions include:

- Lego groups
- Smart Thinking groups
- Friendship circles

- Drawing and Talking Intervention
- ELSA
- Therapy Dog sessions

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

- Learning Mentor 1:1 sessions
- Principles of Theraplay
- Art therapy
- MHST (Mental Health Support Team)
- SET CAMHS (Southend, Essex and Thurrock Children's and Adolescent's Mental Health Service)
- Family Solutions

We work closely with the MHST who run monthly drop-in sessions for parents who may have a concern about their child's mental health. These sessions are advertised in the school newsletter.

We have two staff who have attended Mental Health First Aid training. Mrs A Cardy is our Senior Mental Health Lead.

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

- Our SENCo is Miss Allyson Wilson. She is a member of the Senior Leadership Team and shares the Deputy Headteacher role with Mrs C. Humphrey. She works closely with the Headteacher, other senior leaders,, 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 Jackie Sharman and Mr Colin Madge. They meets 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.

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).
- Identifying pupils who need more detailed assessments to investigate areas of need.
- 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 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.

Further Information:

Our Equality Policy and Accessibility Plan can be found on our website on our policies page: [Policies - HOLLAND HAVEN PRIMARY SCHOOL](#)

External agencies providing support for parents/carers of pupils with SEND:

Autism Anglia : <https://www.autism-anglia.org.uk/>

Families in Focus: <https://www.familiesinfocusessex.org.uk/>

SENDIASS: <https://www.essexsendiass.co.uk/>

Further information and support for families can be found on the Essex Local Offer: [Essex Local Offer](#)

Complaints

Wherever possible, the school works in partnership with parents to ensure a collaborative approach to meeting a pupil's needs. If parents have a concern, they should, in the first instance discuss, this with their child's class teacher. If the issue still cannot be resolved, parents should discuss their concern with the Headteacher or the SENCo. Please refer to the school complaints policy.

https://www.hollandhavenschool.co.uk/uploads/5/6/3/5/56353853/_complaints_policy_jan_2023-25_amended_following_dfe_model_policy__1_.pdf

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 is 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 or have 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 in September 2024 for the academic year 2024/25 - Next Review Due July 2025