

SEN Information Report / Local Offer - Holmbush Primary Academy

All schools in West Sussex have a similar approach to meeting the needs of children with Special Educational Needs and are supported by the Local Authority, the HIVE (Adur's SEND Support Network) and other outside agencies to ensure that all children, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of children with a Special Educational Need/s and or disabilities being met in a mainstream setting where appropriate and families want this to happen.

At Holmbush Primary Academy we are a mainstream school and strive to support **all** children to enable them to achieve their full potential through our vision statement '**Learning and improving together without limits.**'

In order to do this many steps are taken to support them through their learning journey.

Holmbush Primary Academy uses its best endeavours to ensure that the necessary provision is made for any individual who has a special educational need.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

'All Children and young people are entitled to an education that enables them to:

- *Achieve their best;*
- *Become confident individuals living fulfilling lives*
- *Make a successful transition into adulthood whether into employments or higher education.*

Schools must use their best endeavours to ensure that the necessary provision is made for any individual who has SEN.' (Draft Code of Practice, 2013, P58)

What is the Local Offer?

Every Local Authority is required to publish information about services they expect to be available in their area for children and young people ages 0 to 25, who have special educational needs and/or disabilities (SEND). National services and services beyond the Local Authority boundaries will also be listed. This will be known as the Local Offer. With regards to education it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer will put all the information about education, health and care services, leisure and support groups in one place as well as services provided by the private, voluntary and community sector.

The following 14 questions, *devised in consultation with parents/carers and other agencies*, answer concerns and interests reflected by parents and carers.

Below are Holmbush Primary Academy's responses to these questions. These responses have involved parents, the Head teacher, the Inclusion Manager and Governors working together to give the information.

Parents/carers will find it useful to read this information in conjunction with the school policies listed below. This will provide a fuller picture of the procedures in place across the school to meet the individual needs of children:

- Admissions;
- Assessment for Learning;
- Child Protection;
- Encouraging Good Behaviour;
- Safeguarding;
- Single Equality;
- Special Educational Needs and Disability Policy

- Supporting Children At School With Medical Needs Policy;
- Teaching And Learning Policy;

Who are the best people to talk to at Holmbush Primary Academy about my child's difficulties with Learning / Special Educational Needs?

Class Teacher / Subject Leader

Responsible for:

- Monitoring progress of children in their class and identifying, planning and delivering any additional help your child may require.
- Liaising with the Inclusion Manager when necessary
- Writing Provision Maps and Individual Education Plans (IEP's) and sharing these with parents at least once a term
- Ensuring that all staff working with your child are supported to deliver the planned work/programme so your child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the schools SEND policy is followed in their classroom and for all children they teach with SEND

Inclusion Manager / SENCo (Special Educational Needs Officer)/Leader of Inclusion

Responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Developing the schools SEND's Policy to make sure that all children get a consistent, high quality response to meeting their needs in school.
- Ensuring parents are involved in supporting their child's learning, kept informed about their child's support and involved in reviewing how they are doing
- Supporting teachers in the reviewing process of IEP's and Provision Maps.
- Liaising with outside agencies that support school to offer advice for your child e.g. Speech and Language, Educational Psychologists, Learning Support Team etc.
- Updating the schools SEND register
- Refer / assess children as and when needed

Head teacher

Responsible for:

- The day to day management of all aspects of the school; this includes the support for children with SEND
- Giving responsibility to the Inclusion Manager and class teachers but still responsible for ensuring that your child's needs are met.
- Making sure that the Governing body is kept up to date about any issues in the school relating to SEND

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

1. How does Holmbush Primary Academy know if children need extra Help?

We know when children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school
- Limited progress is being made
- Poor test scores
- There is a change in the child's behaviour or progress
- A child asks for help

What should I do if I think my child may have special educational needs?

- If you have concerns, in the first instance, contact your child's **class teacher**. Following that and you are still concerned contact the schools Inclusion manager. At Holmbush our **Inclusion Manager** is Mrs Pilbrow. She can be contacted by speaking with the office and booking an appointment. Her working days are Tuesday and Wednesday.

Every half term children's progress is closely monitored. Where children have not made enough progress teachers will investigate further for the reasons behind this. Interventions may then be put in place from simple new strategies in class to intensive 1:1 interventions. The teacher may also seek further advice from the Inclusion manager and / or literacy/maths specialist who may carry out further investigations / assessments. Interventions are then carefully planned and monitored to check progress. In some cases children may need referring to outside agencies to gain more specialist advice.

2. How will I know how Holmbush Primary Academy supports my child?

- All staff deliver quality first teaching which is monitored by our Senior Management Leadership Team as part of regular observations.
- Each child's education programme will be planned by the class teacher. Lessons will be differentiated accordingly to suit the individual child's needs. This may include additional general support by the teacher or a TA.
- In some cases if a child has a more specific need then they may be included in a particular intervention group/program. Intervention length and intensity will vary according to the child and intervention. The interventions will be regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Support will take the form of a four part cycle - Assess, Plan, Do, Review through which earlier decisions and actions are revisited, refined and revised with the growing understanding of your child's needs and the support that they require. Drawing on strategies that enable good progress and securing good outcomes. This is known as a graduated approach. Please see Appendix A for more details about this process taken from the SEND Code of Practise 2015
- Pupil Progress meetings are held each half term. Where children are identified as not making enough progress, teachers will investigate further for the reasons behind this. Interventions may then be put in place from simple new strategies in class to intensive 1:1 interventions. The teacher may also seek further advice from the Inclusion manager and / or literacy/maths specialist who may carry out further investigations / assessments. Interventions are then carefully planned and monitored to check progress. In some cases children may need referring to outside agencies to gain more specialist advice.
- Occasionally a pupil may need more expert support from an outside agency such as a Speech and Language Therapist. Referral forms are then completed with the parent/carers consent and forwarded to the appropriate agency. Assessment / advice is then offered and if appropriate a programme of support is drawn up. At all times this is shared with parent and carers.
- At Holmbush Primary Academy there is a named governor with a responsibility for Inclusion. The governor ensures the school is as inclusive as possible and monitors and reviews policies as defined by the DfE. The governor for Inclusion / SEN is Mrs Michelle Fairhall.

2. How will the curriculum be matched to my child's needs?

- High quality teaching, differentiated to individual needs, is the first step in responding to children who have special needs. Every teacher is responsible for adapting their teaching in response to the strengths and needs of all children in their class. Teachers are responsible and accountable for the progress of the children in their class, even when children access support from TA's or outside agencies.
- If appropriate specialist equipment may be given to a child e.g. pencil grips, easy to use scissors, iPads
- If a child is identified as having a special educational need then they are placed on the schools SEN register as having SEN support. Targets will be set according to their area of need and monitored regularly, at least three times a year.

Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

'These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

(Special educational needs and disability code of practice: 0 to 25 years)

4. How will I know how my child is doing?

- You will be able to discuss your child's progress at termly parent evenings. If you wish you can also book an appointment with your class teacher or the Inclusion manager via the office at any time.
- Class teachers will contact parents / carers if there is a concern
- Children who are looked after by a local authority will have Personal Education Plan meetings (PEP) and reviews regularly throughout the year.

How will you help me support my child's learning?

- The class teacher will suggest ways of supporting your child's learning at parents evenings or if a meeting has been requested.
- In some of the more intensive interventions, like Reading Recovery and Numbers Counts, the person leading it will meet with you at the beginning and end of the intervention, with close liaison all though via a communication book. Extra meetings may be requested. There may also be the opportunity to observe a lesson.
- Meetings with the Inclusion Manager
- The school hosts a variety of 'Learning together workshops' throughout the year for parents on literacy and Maths. This involves children and parents working together sharing what they have learnt.
- If outside agencies are involved they may suggest strategies and ideas to support your child

5. What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.
These include:
- Members of staff such as the class teacher, teaching assistants, Head, Deputy and Inclusion Manager are readily available for children who wish to discuss issues or concerns
- Learning Mentor sessions
- Counsellor
- School Nurse
- Pastoral Co-ordinator
- Weekly in class PSHE sessions using the 'Jigsaw Scheme' which uses the 'SEAL' objectives

Pupils with Medical Needs

- If a child has a medical need then a detailed Care Plan is compiled by Mrs Stepney in consultation with parents/carers and any other relevant professional. These are discussed with all staff who are involved with your child.
- All staff receive epipen training as and when it is needed by the school nurse
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Care Plan is in place to ensure the safety of both child and staff member. Where appropriate children are encouraged to take responsibility for taking their own medication.

6. What specialist services and expertise are available at or accessed by the school?

- At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The agencies used by our school include:

Education

- Educational Psychologist - telephone / face to face consultation. Assessment for children with EHCP (Education, Health, Care Plan)
- EMAT (Ethnic Minority Achievement Team)
- EWO (Educational Welfare Officer)
- Inclusion Team - Learning, Behaviour and Social Communication
- SEN Hub at Heronsdale Primary School (HIVE)
- Sensory Support Service
- Speech and Language Therapy Service
- The Virtual School for children looked after

Health

- CAMHS (Child & Adolescent Mental Health Service)
- CDC (Child Development Centre)
- Continence Nurse
- Occupational Therapy Service
- Physiotherapy Service
- School Nurse

Social

- Social Services
- Young Carers
- Early Help
- Winston's Wish - www.winstonswish.org.uk

Parent Support

- Family Link Worker
- Think Family
www.westsussex.gov.uk/living/social_care_and_health/children_needing_support/think_family_programme_in_west.aspx
- Parent Partnership - www.westsussex.gov.uk/learning/partnership
- West Sussex Grid for learning - www.westsussex.gov.uk
- West Sussex Interpreting Service - www.sussexinterpreting.org.uk
- West Sussex Local Offer - <https://westsussex.local-offer.org>

Some of these services can be referred to through school while others need to be referred to through other routes. Some are website information sites. As always demand is high for these services and waiting lists are variable. Often referrals are sent and then go to a panel to see if they will be accepted or not. Any referrals will be discussed with you beforehand and then your consent obtained before they are sent off.

The school employs an independent counsellor who works with different children across the school who need emotional support. The need for this support can be identified by the parents, Head, Deputy, class teachers, learning mentors or the Inclusion Manager in consultation with parent/carers. This support happens once a week and is personalised to the individual. The counsellor usually meets with parents/carers before the counselling begins and will update parents/carers as and when appropriate. Counselling may last for a couple of weeks to longer periods of time depending on need.

Many TA's have specialist Speech and Language training and run specific programmes with target groups. These are monitored and evaluated regularly to check for effectiveness.

Some TA's have been specifically trained in maths and /or literacy interventions. Again these are closely monitored and evaluated.

7. What training are the staff supporting children and young people with SEND had or are having?

- Every Child a Reader - Reading Recovery (Teacher led Literacy Intervention)
- FFT (TA led Literacy Intervention)
- Rapid Phonics
- Every Child Counts (Teacher led Math Intervention)
- 1st class@number 1, 2 and Success@Arithmetic (TA led Math Interventions)
- Springboard Maths
- SNAP - maths
- Fully trained Learning Mentor in children's mental health
- Speech and Language - Unclear Speech and Talking Partners
- Robust Vocabulary, Narrative Therapy
- Occupational Therapy - Jump Ahead
- Communication Friendly Classroom
- TEAM TEACH
- Bereavement training
- Basic Signing

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

Activities and school trips will be available to all

- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child if appropriate during the activity in addition to the usual school staff

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities that we have at present include:

- Ramps into school to make the building accessible to all
- A toilet adapted for disabled users
- Wide doors in some parts of the building

10. How will the school prepare and support my child when joining Holmbush Academy or transferring to a new school?

Holmbush Primary understands what a stressful time moving school can be therefore many strategies are put in place to enable the child's transition to be as smooth as possible.

These include:

- Where necessary meetings between previous schools and new schools
- All children attend transition sessions where they can spend some time with their new class teacher
- Reception teachers meet each child and their parent/carers starting school at the beginning of the academic year to get a fuller picture of each child in their own home setting
- When possible preschool groups that are coming to Holmbush come and visit in school hours.
- School also holds specific sessions where Reception children come a play in their new class
- Additional visits are arranged for children who need extra time adapting to their new school
- All files, SEN notes and tracking is passed on

- When the transition is to the feeder Secondary school there is a full transition program. This includes:
 - ❖ Transition meetings throughout the year for Y6 teachers and local secondary schools
 - ❖ Information sharing between Inclusion Managers /SENCo
 - ❖ Extra sessions for vulnerable children
 - ❖ Transition day where the children spend the whole day at Shoreham Academy
 - ❖ Secondary team visit Y6 children in Primary setting
- Where children are transferring to other Secondary schools meetings, transfer days etc will be set up according to what is right for that individual child.

11. How are the school's resources allocated and matched to the children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide specialist teacher support, additional TA support and resources dependant on an individual's need
- The additional provision may be allocated after discussion with the class teacher/senior teachers at pupil progress meetings or if a concern has been raised by them at another time during the year
- On top of this individual Pupil Premium payments are used to support that child's learning
- Intervention programmes are planned and adapted following each half termly Pupil Progress meeting. The Senior Leadership Team with English and Maths leads are responsible for this.

12. How is the decision made about how much support my child will receive?

- These decisions are made in consultation with parents/carers, your child, class teacher, the leadership team and Inclusion Manager. Decisions are based on half termly tracking of children's progress and from assessments from outside agencies.
- During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be arranged
- For children receiving high levels of support they will have a 'Provision Map' or 'IEP' (Individual Education Plan) that will be shared with parents at parents evening.
- If a particular request is made by a child or parent/carer this will be considered by the school.
- There may be additional funding from the government and West Sussex County Council to support individual children on specific programmes. This includes pupil premium money and additional funding for children with an Educational Health Care Plan (EHCP)

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education

This may be through:

- Discussion with the class teacher
- During parents evening
- Discussion with the Inclusion Manager and/or other professionals / specialist teachers
- Parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated and how they would like to support their child at home

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- Mrs Jackson - Head Teacher,
- Miss Stickley - Deputy Head,
- Mrs Pilbrow - Inclusion Manager,
- Your child's class teacher

All these people can be contacted by email office@holmbsh.w-sussex.sch.uk or phone 01273 592471

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions

Appendix A

All settings should adopt a graduated approach with four stages of action: assess, plan, do and review

SEN support in schools - Assess, Plan, Do, Review

taken from 'Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015

6.44 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

6.45 In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject 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 and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

6.46 This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

6.47 In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

6.48 Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

6.49 All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

6.50 The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.

Do

6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further

assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

6.53 The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

6.54 The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

6.56 Where a pupil has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. Schools **must** co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf. Further information about EHC plan reviews is given in Chapter 9, Education, Health and Care needs assessments and plans.