

SEN INFORMATION REPORT 2016

What needs can be met at Holly Lodge Primary School?

At Holly Lodge Primary School, we value the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with special educational needs. We will endeavor to meet the needs of all our pupils through the provision we have available and the advice and support of other specialist professionals and practitioners, to endeavour that we have the appropriate resources available.

Although the needs of children and young people often cross more than one 'area of need', the Code of Practice 2014 uses four main categories of need:

Communication and Interaction: This includes children who have difficulty communicating with others. This may be because they do not understand what is being said to them or have difficulties with fluency, forming sounds, words or sentences. It also includes children with social communication difficulties which impacts on how they relate to others and make sense of their world. We liaise with Speech and Language therapists and the Learning and Language support service to support speech and development.

Cognition and Learning Difficulties: This covers a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum. It also includes Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia. We provide differentiation, resources, visual supports, additional adult support and run a number of interventions to support class learning. We also liaise with Educational Psychologists and the Learning & Language Support service.

Social, Emotional and Mental Health: Some children may require additional support for their social and emotional development. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We liaise with Educational Psychologists and the Behaviour Support Service. We have three members of staff who are trained as Emotional Literacy Support Assistants and they are receive guidance and support from a counselor from the Child and Adult Mental Health Service.

Sensory and Physical: This includes children with hearing, visual and physical difficulties. We liaise with the Physical and Sensory Support service and Occupational Therapists to enable us to make any necessary adaptations to the environment and to provide the support to address those needs.

How does Holly Lodge ensure that children who need extra help are identified early?

At Holly Lodge we use the Assertive Mentoring system to track pupil progress. It targets what a child can do, and what they need to do in order to make progress. It allows teachers and children to set achievable targets in writing and mathematics each half term. The system facilitates sharing these targets with parents

Assessments are carried out half termly and assessment data and targets are recorded. Meetings are held with the teacher and members of the Senior Leadership Team to discuss attainment and progress. If children are not progressing as expected, there will be a discussion as to what interventions can be put into place in order to close the gap.

Where progress remains a cause for concern we take advice from external specialists /practitioners and discuss their input, advice and support with parents and all staff involved. Where assessment indicates that specialist services are required, we make referrals and draw up an SEND Support Plan.

What should I do if I think my child has Special Educational Needs?

Parents and carers are encouraged to speak to the class teacher or SENCO, Mrs Carol Pedley, if they have concerns about the progress or attainment of their child.

How will the school support my child?

All our teachers provide for all abilities and needs within their class. Pupils are provided with support in class with differentiated work enabling them to access the curriculum. Learning activities are adjusted if necessary in response to observations and marking.

Any concerns are passed on to the SENCo who will complete assessments as required and suitable additional programmes will be put in place. We follow the Assess, Plan, Do, review cycle and track the impact of the

The interventions we put in place are evidence based and are generally provided by our Learning Support Assistants, overseen and monitored by the SENCo. If appropriate progress is not seen changes to the intervention will be made.

What additional support for learning is available to pupils with SEND?

All pupils receive Quality First Teaching.

Additional support may be in the form of resources, technology, in class support or additional interventions. If additional support is needed the SENCo in consultation with the class teacher will decide which Wave 2 intervention would be most suitable. All interventions are monitored for impact. The aim is to create independent learners so we are mindful not to create dependency on adult support whilst ensuring that children's needs are met.

How does the school adapt the curriculum and learning environment for pupils with SEND?

We expect all teachers and learning support assistants to deliver Quality First Teaching. We strive to create a sense of community and belonging for all our pupils. We believe that all children are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs. Different children will require different levels of support at different times during their school journey. This may include small group work or more personalised learning delivered on a one-to-one basis.

Differentiated planning for all lessons and homework take into account the different abilities and needs of the pupils and learning activities are adjusted if necessary in response to observations and marking. The Assertive Mentoring system enables us to personalise learning to enable pupils to take ownership and make progress.

All pupils have individual key targets, these are shared with parents and monitored and reviewed regularly to ensure pupils can monitor their own progress.

The school takes advice from experts regarding specialist equipment and adaptations in order for children to access the curriculum.

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

We have good relationships with our main feeder settings; the reception staff visit the local nurseries and play groups and complete home visits for the pupils due to join us. We have an extensive induction programme for welcoming new learners to our school.

When pupils move on from our school we pass on all records and information about the child. Teachers from secondary schools are welcomed to meet the pupils due to attend their school and meet with staff to share relevant information.

Pupils with specific special educational needs, where applicable, are provided with additional transition support.

At the end of each school year we ensure the new class teacher meets the current class teacher to ensure a positive hand over and all the relevant information about the class and individual pupils is shared

What support is available to promote the emotional and social development of my child?

We are an inclusive school; we welcome and celebrate diversity. The class teacher has overall responsibility for your child's wellbeing whilst in School, and such will be your first point of contact.

Every child's well-being is at the forefront of everything we do. We have zero tolerance approach to bullying which addresses the causes as well as dealing with negative behaviours. Our Jigsaw programme supports emotional and social development and teachers use 'circle time' to address moral dilemmas and possible anxieties or concerns.

Our behaviour policy, which includes guidance on expectations, rewards and sanctions, is fully understood by all staff and pupils.

Pupils' social and emotional development is also supported by adult observations at playtimes and our year 6 pupils act as playground buddies.

Pupil voice is central to our ethos and this is encouraged through our school council where pupils representing each class can put forward their views and have their say.

We have a three Emotional Literacy Support Assistants who work to support emotionally vulnerable children. They are supported in this by the Educational Psychologist and by our linked Primary Mental Health Worker.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised attendance and late arrivals.

Our Home: School Link Worker is available to offer support to the wider family.

What training have staff supporting children with SEND had or are currently having?

Our SENCO is a qualified teacher who has attained the National SENCo Award and all teachers hold qualified teacher status. We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the difficulty to help them support the child in school. Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific pupils in their class.

What professionals and specialist practitioners is Holly Lodge able to access?

If a need is identified, we have access to the following services. This is based on the needs of the child e.g. attainment & progress.

- School Nurse
- Educational Psychology Service
- Education Welfare Officer
- Learning Support Service
- Occupational Therapist
- CAMHS
- Speech and Language Therapist
- Autism Outreach Service
- Behaviour Support
- Virtual Headteacher for Looked After Teacher
- Teacher for Traveller Education Support Services
- Race and Ethnic Minority Achievement Service

Referrals to these support services are subject to their own guidelines and time frame

What should I do if I have a concern or complaint about SEND provision?

If a parent/carer has a concern they are encouraged to speak to the class teacher first. The SENCo may then become involved and a meeting arranged to discuss the issue further.

Further advice and support may be accessed through the Surrey SEND Information, Advice and Support Service (SSIASS)

www.sendadvicesurrey.org.uk 01737 737300