



# Holbeton Primary School

## SEN Information Report

*Reviewed Sept 2023*



Please refer to the school SEND policy alongside this document which is available on our website

### **Policy and Information Report 22 ([holbeton.devon.sch.uk](http://holbeton.devon.sch.uk))**

Holbeton is an all inclusive school which prides itself on the inclusion of all pupils which is facilitated by all staff members and supported by the SENDCo and Head teacher. All children are given the opportunity to thrive.

#### **1. What does having Special Educational Need or Disability mean?**

'A child or young person has SEND (Special Educational Needs and Disabilities) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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 or mainstream post- 16 institutions.'

(SEND Code of Practice 2014)



- The four broad areas of need are:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Emotional and Mental Health difficulties
  4. Sensory and / or physical needs

#### **2. How can I let the school know if I think my child is struggling at school?**

- If you have concerns about your child's progress, you should speak to your child's class teacher.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Needs Co-Ordinator, known as the SENDCo, Miss Hannah Phillips or the Headteacher, Mrs Sarah Honywill. If you leave a message with the main office, Mrs Nash will contact you to make an appointment. Alternatively, Miss Phillips can be contacted at [hphillips@holbeton.devon.uk](mailto:hphillips@holbeton.devon.uk)

### 3. How will school let me know if they have concerns that my child may not be progressing appropriately at school?

In the first instance, this will be a conversation you will have with the class teacher. They will also discuss ways that they will support your child in school. They may offer some advice on ways for you to also support your child at home which would benefit their learning at school. They may also discuss whether further advice needs to be requested from the SENDCo or outside agencies. The SENDCo may contact you directly, following a discussion with your child's class teacher. Parents are welcome to make an appointment with the SENDCo AT ANY TIME. Gaining the best outcomes for your child will always be the priority.

### 4. If my child does have Special Educational Needs and/or Disabilities (SEND), who is the best person that I can talk to at school?

**The class teacher** is always your FIRST stop. They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the SENDCO know as necessary.
- Setting specific targets/desired outcomes for your child, based on the small, achievable steps, sharing and reviewing these with parents at least once each term, and planning for the next term.
- Making sure that your child is receiving the best provision to suit his or her needs.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**The Special Educational Needs Co-Ordinator (SENDCo): Miss Hannah Phillips**

Responsible for:

- Liaising with and supporting class teachers on the implementation of the above
- If your child does not have an academic need but communicates through challenging behaviour.
- Support Plan (BSP) may be written in conjunction with yourselves and your child's class teacher.
- If your child may need support socially or emotionally, a Pastoral Support Plan (PSP) may be written as above.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Developing and reviewing the school's SEND policy/SEND information report.
- Liaising with all outside agencies that may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's



progress and needs are kept.

- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible outcomes.
- Leading CPD for all staff regarding SEND.
- Monitoring and quality assuring the content of children's 'Individual Learning Plans'
- Monitoring the provision available to learners with SEND as outlined in ILPs.
- Monitoring progress data throughout the school to ensure that all children with SEND make good progress.
- Leading annual review meetings for all children with an Education and Health Care Plan.
- Giving regular updates to the Headteacher regarding the progress of all children on the SEND register.
- Providing regular updates on children's progress to the Trust Board at least twice a year (spring and summer) and at other times on request.

## 5. How do we identify pupils with SEN and assess their needs?

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist. We will assess each pupil's current skills and levels of attainment 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. 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.

When considering whether a pupil has a special educational need, any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which results in poor

attainment in some curriculum areas;

- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## 6. What training or specialist expertise does your staff have around SEND?

Individual teachers and support staff may attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Communication and Interaction, Speech and Language and or Funfit, in addition to on-going CPD delivered by the SENDCo.

All class teachers are qualified (QTS) and operate quality first teaching within every class. For your child, this means that all teachers and teaching assistants have the highest possible expectations for your child. The teaching will be built on what your child already knows, can do and can understand. Opportunities to extend their learning are also provided in every class. There are different methods of teaching in place so that your child is fully involved in learning in class. This may involve strategies such as using more practical approaches where photographs, rather than written evidence, are recorded.

If quality first teaching is not meeting your child's needs, then there may be:

- Interventions that are staffed and planned by adults either working in your child's class or other members of staff within school.
- Outside agencies such as the Education Psychology Service (EP), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Service or the specialist in Autism.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional in order to receive some advice/support within school, e.g. a Speech and Language Therapist or Educational Psychologist (EP). This would be after a discussion with yourself and based on evidence that there may be a barrier to your child's learning e.g. progress data, observations etc. This will help the school, and you,

to better understand your child's particular needs and enable us to support them more effectively in school. Again, always seeking the best outcome for your child is the school's priority.

- The specialist professional would then work with your child in school to understand their needs and make recommendations regarding the ways your child should be supported. This will also be shared with you.

### Universal provision

Universal provision forms the foundation for all other provision or support in the school and comprises of high quality teaching that is made available to all. This includes strategies, resources and adaptations to the curriculum and environment that teaching staff use to remove barriers to learning for children and young people.

Universal provision is based on inclusive approaches to teaching and learning which benefit all children but are essential for those with SEND. Reasonable adjustments for individual needs are made to ensure the school is, for example, dyslexia-friendly, communication-supportive and adaptive for any sensory and physical needs that pupils may have.

Children who have social, emotional and mental health needs are encouraged to share their feelings and thoughts. Personal, Social and Health Education (PSHE) lessons provide the children with strategies on how to do this.

### Targeted provision

A small number of children, who continue to struggle despite assessment and intervention, may require specific SEND targeted provision. This is provision that is "additional to and different from" that made for the majority of children in school. It will be a specific SEND intervention programme that is known to be effective by school, such as Lego Therapy. It could also be a programme that has been shown, through research, to be effective e.g. access to the Nessy reading and spelling programme. When the school plans targeted provision, there must be clear and expected outcomes linked directly to the provision.

Examples of targeted provision may include:

- Specialist programmes or a personalised curriculum.
- Additional resources e.g. spellcheckers, laptop
- Working in a small group - e.g. for an intervention.
- Extra support from an adult.
- Physical or personal care support.

Once the specific SEND support has been planned, it will be recorded and shared with parents and with everyone working with the child.



### Specialist Provision

This type of support is available for children whose learning needs are severe, complex and lifelong and have been identified by the local authority.

This is usually provided via an Education, Health and Care Plan (EHCP), previously known as a Statement of Educational Needs. This means your child will have been identified by



professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be addressed through universal or targeted provision.

For your child this would mean:

- The school or you can request that the Local Authority carry out a statutory assessment
- of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- The SENDCo, in collaboration with you, will submit an application to the Devon 0-25 Team via the Devon EHC Hub, an online platform. The SENDCo will submit all relevant reports from any professionals that have been involved with supporting your child e.g. paediatricians, educational psychologists, speech and language therapists.
- After the request has been made to the Hub, the 0-25 Team will then decide whether they feel that your child's needs (as described in the application) seem complex enough to warrant a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to submit a report outlining your child's needs via the Hub. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been submitted, the application will be put before a panel of professionals who will then decide if your child's needs are severe, complex and lifelong.
- If this is the case, they will draft an Education Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with the current level of support is in place to ensure your child makes as much progress as possible.
- At the draft stage, you and the school will have 10 days to respond, stating your views on whether the content of the plan is appropriate or not. This will then be reviewed by the 0-25 Team who will take our view into consideration, make any amendments they feel are appropriate, and then issue a final plan.
- The EHCP will outline the number of hours of individual/small group support your child will receive, how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child.
- The class teacher, with support and advice from the SENDCo, will then create an individual learning plan for your child, using the suggested strategies outlined in the plan.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- You will be involved throughout the assessment process and a case leader from the 0-25 Team will be allocated to coordinate the process.
- The plan will be reviewed annually. At this point, suggestions for any amendments can be made.
- As the parent/carer, you will be involved in every stage of the process.

## 7. Where can I find information about the Local Authority's local offer for children

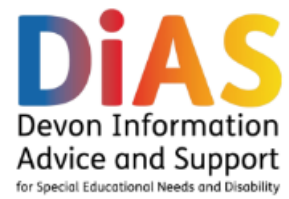
## and young people with SEN and their families?

Please see the separate tab, 'Devon's Local Offer', where there is a direct link or via the

Devon County Council website:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Tel: 01392 380000



### 8. How accessible is Holbeton Primary School to my child with SEND?

- The school has easy access, to the main playground and the ground floor of the School House.
- There is signage on the main gates for public to contact the main school office if they have concerns about accessibility.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Some of the school grounds are not accessible to wheelchair users e.g. the MUGA and trim trail area behind the main building.

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More information can be found in the Accessibility Policy which can be found on our school website.

### 9. How are children's views about SEND heard and supported in the school?

All children are encouraged to share their views with their class teacher, teaching assistant or any adult member of the school team.

- When an outside agency referral is completed we record their thoughts and feelings through a One Page Profile on Provision Map (assisted by an adult if required.)
- If a meeting is held and it is appropriate, children with SEND are invited to attend the meeting where they can share their thoughts and feelings. If this is not appropriate their thoughts and feelings are shared on their behalf.

### 10. How is provision in school assessed?

The class and school environment are assessed to meet the child's needs by both the SENDCo and class teacher on a regular basis. Regular reviews of children's learning plans take place at least once a term. Where necessary, external support agencies will be asked to support these reviews.

### 11. What support is available when my child moves class or to their secondary setting?

- If your child has an EHC plan, staff from both classes will meet with you to discuss your child's needs and the support currently in place. This will usually happen when

your child is in the summer term.

- When your child is in Year 6, extra transition sessions will be arranged with the secondary setting for your child.
- If appropriate, extra parent and child transition visits and/or visits with a TA are planned in the summer term prior to the Year 7 induction day, so that your child is confident when making the next step in their education.
- Year 6 staff and the SENDCo work closely with the secondary settings to ensure a smooth transition. The SENDCo arranges additional transition meetings with the
- SENDCo from the secondary setting to ensure that a thorough handover has taken place. During this meeting, details of any provision made available to your child is shared.
- Staff are also available to be alongside you if you would like to make further appointments with staff at the secondary school.
- You are always welcome to be fully involved in this vital transition process.

## **12. If I am not happy with the provision at the school/setting, how can I share my concerns or make a complaint?**

- Talk to the class teacher.
- Discuss your concerns with the SENDCo, Miss Phillips
- Discuss your concerns with the Headteacher, Mrs Honywill
- Write to Westcountry Schools Trust (WeST)/follow the WeST Complaints Policy procedure.
- If you are still unsatisfied with the response, contact the local authority, Devon County Council under the SEND department.  
[devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

N.B. The Complaints Policy is available on the school website or from the School Office.