Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Add school name

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School website:	www.holyportprimaryschool.co.uk
Type of school:	Academy Mainstream Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Holyport C.E Primary School is an inclusive school which values every child and their individual skills and talents. We seek to develop a love of learning and place equal importance on academic, moral, social, physical and spiritual development of all children regardless of their ability to enable them to reach their full potential. We work with parents/carers in supporting their child's needs.
Staff receive training to support, and are experienced in working with children with Autistic Spectrum Condition (ASC), Attachment Disorder, Speech and Language delays, specific learning difficulties (such as dyslexia or dyspraxia) and those with social, emotional or mental health difficulties, including ADHD.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Initial concerns that a child may have special educational needs and disabilities may be raised by the class teacher or parents. Indicators can include: slower than expected progress being made (seen through work in class or assessments), cognition, social or emotional difficulties or communication difficulties observed in class or on the playground. Observations of the child in class will be carried out by the class teacher or SENCo and age appropriate diagnostic tests may be carried out (Salford Reading, Helen Arkell Spelling, NFER non-verbal reasoning, Sandwell Early Numeracy Test, ADHD Time Sampling Observation, Boxall Profile or ABC Sheets). The teacher and/or SENCo will work closely with parents to ensure we have as much information about a child to ensure we understand the whole child and are aware of any needs that may present more notably at home or outside of school. The child's progress is monitored using the Graduated Approach in relation to individual targets, with the views and wishes of the parents and child at the forefront. If further advice is needed in ascertaining what a child's needs are and how

to plan in effective provision is needed, then parents will meet with the Special Educational Needs Co-ordinator (SENCo) in order to discuss the involvement of external support services. The school, with parents, will work with any identified services to provide further support and monitor progress.
For those children who transfer into school with SEND needs already identified then the SENCo will liaise with the previous setting to clarify needs and support already in place.

c. What should I do if I think my child or young person may have special educational needs or disabilities?

We would encourage parents who are concerned that their child may have special educational needs to talk to their child's class teacher initially. Following this, it may be necessary to meet with the SENCo. Parents are welcome to meet with the SENCo at any point to discuss any concerns worries or if they have any queries about anything.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

We aim for Quality First Teaching at Holyport and a range of strategies are used to support pupils with special educational needs and disabilities, which are tailored to the needs of the individual child. Teachers plan inclusive lessons taking into account the differing needs of all pupils in their class and work is differentiated as appropriate. For some pupils in particular subjects, it may be necessary to teach a child the curriculum from a lower age to their chronological age e.g. Mathematics. A range of practical, visual, auditory and written activities will be used, as we recognise that not all pupils learn in the same way. Technology, such as laptops or iPads, can also be used to support children with their learning. Adaptations to staffing is sometimes needed to support children with greater needs. Children receive verbal feedback during their lessons and, where appropriate, written feedback. This feedback celebrates their achievements as well as helping them to progress further.
For some children adaptations to the classroom environment are made including the use of individual visual timetables, individual work stations and positioning in the classroom.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

We aim for every area of the school to be as inclusive as possible. Our school aims to have a Teaching Assistant in every classroom in the morning. The Teaching Assistants support groups and individuals as directed by the class teacher to meet children's' needs. Teaching Assistants or teachers run interventions across the year group in the afternoon where possible.
Staff receive appropriate training, such as in Lego Therapy, an intervention that develops speaking and listening skills or Speech and Language training, or how to make adaptions for those with VI or HI. The school also has two Emotional Literacy Support Assistants (ELSA) who work with individuals or small groups of children who may have social and emotional difficulties including low self-esteem and difficulties managing emotions such as anger or bereavement.
Interventions which support children with Dyslexia or difficulties with reading and spelling are: toe-by-toe, Nessy Reading and Spelling and Dynamo Maths and Precision Teaching.
Interventions that support children with difficulties in Mathematics include: Power of 1, 1stclass@numbers and 1stclass@numbers2.
Interventions that are as a result of a child having a SALT Therapy Plan or OT Therapy Plan, are carried out by Teaching Assistants that have had training in how to deliver the plan. Two teaching assistants have been trained to deliver the Nuffield Early Language Intervention.
For those children with hearing impairments, Berkshire Sensory Consortium are able to loan us equipment such as radio transmitters, where appropriate.
For those children with a physical disability, small adaptations can be made e.g. lowering of pegs, hand rails.
Laptops and iPads are used to support children recording work where identified/appropriate.
Adaptations to the environment are made to suit a child's need which can include: individual workstations, visual resources (timetables, now and next boards, task boards etc) or a safe space (where available). Other individual resources to support pupils can also include sloping desks, weighted pencils, ear defenders, fiddle objects and putty.
All pupils have a login for an online maths programme and home-learning is set on a 3 tier approach; bronze, silver and gold – promoting independence and choice by parents and their child. Depending on a child's level of need, homework can also be planned at the appropriate level, which may be different to that of the rest of the class.

c. How is the decision made about what type and how much support my child or young person will receive?

If a child has been identified as having Special Educational Needs, parents and the child will meet with the class teacher and SENCO and, where necessary, any identified outside agencies to agree long-term goals and shorterterm targets we all agree we would like the child to meet. Provision is carefully planned to ensure the targets can be met. The type of support that your child will need to receive will depend on the extent of the need and the targets that have been agreed. Progress is monitored through your child's work and through the use of appropriate assessments. All provision and targets are recorded on an Individual Action Plan and follow the Graduated Approach and are continually reviewed to see if they are successful in helping a child meet their needs and targets. If a child shows a high level of need and is in need of a continuous high level of provision, then consideration might be given towards an Educational Health Care Plan (EHC Plan).

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

Your child's class teacher, and when appropriate the SENCo, will contact you if we have any concerns about your child's needs. At the start of every year, teachers will ask you and your child what you would like your child to achieve by the end of the year (or sometimes longer goals) in relation to their needs. You will be invited to meetings held every term to discuss the short term, focused targets and provision both in school and at home to support the child achieving these targets, as outlined on the Individual Action Plan. During these meetings, parents are encouraged to share their aspirations, views and opinions about their child. This is important so that we work as a team and that parents, the child and teacher have contributed in what we would like the child to have achieved and how we are able to get there.

For those pupils with an EHCP, an annual review will take place with all professionals that currently support a child, parents and child, where appropriate. At this meeting, a child's strengths, needs, provision and outcomes will be reviewed and any amendments made.

For some children a daily home/school communication book will be used or a celebration chart with weekly or daily targets. We share these with parents/carers as appropriate.

Parents can at any time make an appointment to discuss their child's needs and provision with either the class teacher and/or SENCo. There is an online booking system for this.

e. How will my child be involved in their own learning and decisions made about their learning?

Your child's views and opinions are very important and are at the heart of the long-term goals and termly targets that are decided. Every term the class teacher will meet with each child on the SEND register to discuss their future aspirations, termly targets and what provision or strategies the child feels would be helpful to them or are currently working well. This will be at the forefront in forming the Individual Action Plan ((IAP). Whilst the formal IAP meetings are held termly, a child is able to speak to their teacher at any point about what they feel is working or not or any other difficulties they have. Children on the SEND Register also complete an All About Me Pupil Passport with the class teacher to record down difficulties, triggers, strengths and strategies. At Holyport we aim for all children to feel comfortable to be able to talk to an adult about any difficulties at any point.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Teachers attend termly pupil progress meetings with the Headteacher and SENCo to discuss progress of individuals. Successful strategies and interventions are highlighted and new interventions identified. All pupils identified as having SEND have Individual Action Plans that are reviewed termly or sooner if needed, using the Graduated Approach (Assess, Plan, Do, Review). These meetings are with the class teacher, parents and child and are separate to the normal termly parent consultation evenings that all parents have the opportunity to attend. Children with an Education, Health and Care Plan (EHCP) have a formal annual review where progress towards the outcomes are reviewed and altered as needed.

b. How do you involve my child or young person and parents in those reviews?

Reviews of Individual Action Plans use discussions between parents, their child and the class teacher. Parents will receive a copy of their child's Individual Action Plan each term after the meeting.
If your child has an Education, Health and Care Plan (EHCP) you will be invited to attend the review and can bring other people if you choose to. You will be asked for your views prior to the review along with those of the professionals involved. Where appropriate, we will invite children to part of the review and will always ask for their views in advance with support from either parents, a well-known Teaching assistant or their class teacher. At the end of the review you will receive a written record of what was discussed and any agreed outcomes.
For pupils who are looked after, the Electronic Personal Education Plan (ePEP) is reviewed every main term. This review is organised by the Virtual School. For pupils that are adopted an Excellence in Education Plan is used.

c. How do you know if the provision for children and young people with SEND at your school is working?

All children are assessed prior to an intervention starting and at the end of the intervention programme. These assessments may be a formal assessment, asking them questions about their emotional well-being or through a piece of unaided work. For those children with social emotional and mental health needs, a Boxall Profile is used. If a child is not making the progress expected or it is not helping them achieve their targets then we will consider another approach or intervention. Every intervention or provision used is reviewed using the Graduated Approach. Assessment data, observations and discussions with parents and adults at IAP meetings, parents evening and other informal meetings are also used to help review the impact of the provision. Children with an EHC plan have Individual Provision maps which are reviewed termly by the class teacher and TA.

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

All staff at Holyport aim to build positive and trusting relationships with all children, so they feel there is at least one adult with whom they can share their feelings and problems with if needed. Staff have had emotion-coaching training and SEMH training, which help create a sense trust with pupils and that they are listened too and understood better. All children's emotional difficulties are taken seriously and can be addressed in a number of ways: class teachers can use circle time, children might be given some time to chat through things individually with the trusted adult or a child might benefit from ELSA. Our Emotional Literacy Support Assistants (ELSAs) are able to offer individual or small group sessions for children who need support with emotional and social development (for example improving self-esteem, managing strong emotions, building and maintaining friendships).
We have weekly PSHE lessons, some of which cover emotional well-being topics. We also have Emotional Wellbeing Champions at school, who help promote positive mental well-being, often running activities children can take part in at lunch times. Teachers can use worry boxes, where children can write down their worries, if needed.
If a child has social needs, teachers or teaching assistants can support positive interactions at break and lunch times by facilitating or running games for them. Holyport also has Playground Friends at lunch times to help children have positive break and lunch times.
We have a range of celebrations and awards in place to help build confidence and raise self-esteem such as house points, star of the week, half-termly achiever, head teacher's sticker and special mention certificates.
In some circumstances, a referral to the Early Help Hub to ask for support from the Well-being team might be needed.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

For a child joining Holyport with SEND, we encourage the parents and child to meet with the SENCo to discuss their specific needs and identify appropriate support needed. The SENCo will liaise with the SENCo from the previous school for any up-to-date information, including effective interventions and provision, and will ensure any relevant paperwork is received.
If your child has an Education, Health and Care Plan then where possible our SENCo would attend a transition review meeting held at your child's current school.
A visit (or more if needed) will be arranged for a child to spend time in their new class and if appropriate staff from our school may visit your child in their current setting. Where needed, a social story will be given to a child that can be used at school and home, which will explain about a child's new teacher, classroom and timetable.
On starting at Holyport your child will be assigned a 'buddy' to help them find their way round the school building and help them become used to rules and routines.

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

Transitions are individual to each child and are planned in consultation with the child, parent and new teacher or school.

Transitioning within Holyport

For children with SEND transitioning to the next year group within Holyport, visits to the next teacher, teaching assistant (where appropriate) and classroom are planned in to help the child familiarise themselves with them. Parents and their child will meet their new teacher in the Summer term to aid transition. Social stories about the next class and teacher are given to those children where transition causes anxiety.

Transitioning to Secondary School

Once you have chosen which Secondary school your child will be attending, we will liaise with the school in question and share all relevant information with them.
If your child has an EHCP, staff from the new school will be invited to a transition review to ensure all information is passed over. Additional visits will be arranged with the secondary school if appropriate. All paperwork (review records, progress information, school and professional reports) will be handed over to your child's new school when they leave our school.
The borough offers a transition programme called 'Onwards and Upwards', where 2 pupils can be selected from our school to access this support. The charity, No.22 Counselling, can offer a group of 6 pupils at the school, 6 sessions to aid transition to their next school.

6. Accessibility and specialist equipment

a. How accessible is the school environment? Do you have an accessibility plan?

- **Is your school wheelchair accessible?**
  The school is accessible to wheelchair users. There are automatic doors, but corridors and doorways are accessible. All classrooms with playground access have slight slopes leading up to the doors. There is ramp access to the main school door and to the additional classroom at the back of the school.
- **Have adaptations been made to the auditory and visual environment?**
  Skirting boards are painted a contrasting colour to the walls.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
  The school has one disabled toilet in the main reception area. Children's toilets are at the size relevant for their age range.
- **Do you have disabled car parking for parents?**

We have one disabled are parking space immediately outside the main school door.

b. What if my child needs specialist equipment or facilities?

The school makes every effort to ensure that appropriate equipment and resources are provided to meet the needs of your child and will liaise with specialists involved with your child such as Berkshire Sensory Consortium and Occupational Therapists.

c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

We are an inclusive school and as such want all children to take part in activities outside the classroom. All school clubs are made accessible for SEND pupils, with additional support provided if needed. When planning school trips we consider the needs of all pupils. Teachers carry out pre-trip visits to finalise risk assessments and to ensure that access and workshops are accessible by all pupils. Where needed, some pupils will have their own risk assessments.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

The SENCo is continuing her NASENCO award training through ODST. In addition, we have two ELSAs. We have one member of staff trained in Lego Therapy. One teacher and two teaching assistants from our Foundation stage have been trained to deliver the Nuffield Early Language Intervention.
Teachers and Teaching Assistants receive direct input from the Occupational Therapist, Speech and Language Therapist and Physiotherapists as to how to deliver specific interventions for named pupils. For those children with hearing impairments, Berkshire Sensory Consortium is able to loan equipment to school and train staff how to use it.
All staff have had training how to use Emotion Coaching from our Educational Psychologist. Staff have also had training to support pupils with SEMH, including ADHD and some teachers and TAs have had specific mentoring from a behaviour specialist from RBWM for specific pupils. In addition, the school has received ASD training from the SHINE team (an outreach team who support pupils with an ASD diagnosis), Occupational Therapy training and training on Attachment Disorders. Training is usually accessed through RBWM or direct from specialist services. In-house training is used to share good practice to help make interventions work more effectively. In relation to medical needs, staff have Epipen training as part as their first aid training and our Foundation Stage staff along with a number of other staff have Paediatric First Aid training. Children who have medical needs have care plans.

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

Sometimes it is necessary to involve other agencies to help us meet the needs of your child. Whenever we do so we will inform you beforehand and ask for your permission to discuss your child with them. Most agencies listed below need a referral made by the school in consultation with parents in order to access them. Agencies that we often use include an Educational Psychologist, the School Nurse, the Speech and Language Therapist, a SHINE outreach worker, an Occupational Therapist, a Physiotherapist, specialists from Berkshire Sensory Consortium and the Early Help Advisor who is often able to offer support to families. In addition we have contact with the Child and Adolescent Mental Health Service (CAMHS) and the Education Welfare Service (EWS).

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families
Tel: 01628 683182
Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: https://rbwm.afcinfo.org.uk/local_offer

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link: www.holyportprimaryschool.co.uk

- SEN Policy
- Accessibility and Disability Policy
- Safeguarding Policy including Child Protection
- Behaviour Policy
- Policy for Supporting Pupils with Medical Conditions

The following policy is available from the school office:

- Intimate Care

All our policies begin with our equal opportunities statement and are reviewed regularly.

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

As an inclusive school all pupils are able to access the before school Breakfast club and extra-curricular after-school clubs. Depending upon individual circumstances, we will endeavour to make adjustments for access to clubs and other school run activities, such as sports tournaments. Our PE lead, has resources such as new age curling, bowling and kinball to provide alternative, inclusive sports.

10 . Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

Your child's class teacher is always available at the end of the school day for a quick chat. If you need more time, then a meeting can be arranged with your child's teacher. The SENCo is always happy to meet with parents to discuss any concerns they may have. An appointment can be made to meet with her through the school office or online booking form or you can contact her by email senco@holyportprimaryschool.co.uk. We find that meetings like this resolve most concerns quickly and efficiently. If however you feel you need to make a formal complaint it should be made following the procedure outlined in our complaints policy. This is available on the school website or from the school office.

11. Glossary

Terms used in this document	Description/explanation of term
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who support children with mental health difficulties and their families. Referral is usually made through your GP
Early Help Advisor	Referral to this service is made through the school. This service offers support for families and can sign post additional services that may be able to support the child or young person and their family
Education, Health and Care Plan (EHC Plan)	An EHCP is a legal document that states what support a child or young person with special educational needs aged 0-25 should have. ECHPs have replaced the Statement of Special Educational Needs.

Educational Psychologists	We use Educational Psychologists from the Educational Psychology Service at RBWM.
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people
Graduated Approach	This is used to help identify needs and set targets (assess), plan in provision or interventions to meets needs and targets set (plan), carry out the interventions and provision (do) and then see if the interventions and provision has worked and the targets are met (review)
Individual Action Plan (IAP)	A written plan where needs have been identified, targets are recorded, provision is recorded and it is reviewed every term (3 times a year).
Occupational Therapist (OT)	An NHS service that supports a child or young person with fine and gross motor difficulties. Referral can be made via GP or school
SHINE	An outreach service who support children with a diagnosis of Autistic Spectrum Disorder in mainstream schools.
Special Educational Needs Co-ordinator (SENCo)	This is the teacher who has responsibility for co-ordinating special educational needs provision within a school.
Speech and Language Therapist (SALT)	An NHS service that supports a child or young person with speech, language and communication difficulties. Before starting school full time parents can access this service through a drop in centre. Once school age referral can be made via GP or school

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