

MAKING LEARNING AN ADVENTURE

SEND Information Report

The following document contains details of how our school provides for children with special educational needs and disabilities (SEND).

September 2018

Our vision for pupils at our school:

At Holywell Village First School our children are happy, independent and have positive self-esteem. They have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

Our Ethos

The school has a busy, purposeful and engaging atmosphere. There is a respectful, safe and caring environment throughout. Children are supported and challenged in all they do. Pupils' views help shape the work of the school. Learning opportunities and support systems are tailored to individual needs. Partnerships are powerful; parents/carers are an integral part of children's learning, care, guidance and support. Pupils actively engage in community projects ensuring they foster a sense of pride in their local area.

How we aim to deliver our vision

We will:

- Provide a safe environment where children will be challenged and encouraged to 'have a go'
- Through our relationships with each other, we will be good role models
- Through our wider curriculum, children will develop good personal and social skills
- Foster strong, positive and long-lasting partnerships with parents, carers and the wider community
- Deliver the National Curriculum and Early Years Foundation Stage Curriculum, as well as statutory PSHE and RE requirements, through a creative and engaging approach that excites and motivates children and staff
- Prepare our pupils for the future by ensuring the are taught the necessary English, maths and ICT skills in order to meet the demands of the 21st Century and beyond
- Equip our pupils with the skills required to keep themselves healthy and safe in both the real and virtual world
- Use data and other appropriate information to provide for pupils on an individual basis
- Listen and respond appropriately to the views of pupils regarding school life

WE WANT OUR CHILDREN TO BE THE BEST THAT THEY CAN BE

SCHOOL NAME	Holywell Village First School	
TYPE OF SCHOOL	First school with nursery providing education for pupils aged 3 years to 9 years	
% pupils with SEND on school roll	SEN 10%	
ACCESSIBILITY	**Fully wheelchair accessible:** **Ramps to all parts of school (except staff areas)** **Wet room with ceiling hoist, shower, adjustable changing table and accessible sink and toilet** **Allocated parking space for wheelchair users**	**Yes**
	Auditory/Visual enhancements **Staff trained in the support of pupils who require hearing aids and communication aids**	**Yes**
	Other Adaptations **Inclusive for pupils with medical needs. Support staff first aid trained and some trained in specialist work relating to supporting children with medical needs (see core offer)**	**Yes**

<table>
<tr><td>CORE OFFER</td><td colspan="3">Are you able to deliver your core offer consistently over all areas of your school?
Yes. All children educated on one site. Staffing is flexible based on the needs of all the children. Learning Support Assistants (LSA's) are Read Write Inc. trained. Various members of staff have completed training in: Speech and Language, Sensory Support (hearing impaired) Memory (auditory & Visual), Behaviour Management, Attachment, Autistic Spectrum Disorder training, Dyslexia training, Attention Deficit and Talk Boost. The Head teacher is the School SENCO who holds SENCO Award.

Staff work closely with parents/carers to identify children with SEND (and those at risk), and intervention is put in place at the earliest opportunity. All children in our school receive quality first teaching. We use many different teaching strategies to scaffold the children's learning, to ensure all children make good progress from their starting points. This could include:
• Systematic phonics - taught throughout school from reception to year 4, through Read Write Inc. (RWI) and letters and sounds.
• Numicon Intervention Programme (intervention) - available for children who require support in maths.
• Visual maths aids - displayed in all class rooms e.g. 100 square, times tables, numbers, number lines etc. Individual resources are available for all children.
• Learning Support Assistants - used in every class to support the learning of different groups of children. One member of staff is trained in speech and language support.
We offer a nurturing village family ethos which ensures all children feel safe and secure.
• We work closely with parents to ensure good attendance of pupils.
• Emotional support is offered to any child who needs it through our trained Emotional Literacy Support Assistant (ELSA).</td></tr>
<tr><td rowspan="5">POLICIES</td><td rowspan="4">Does the school publish the following policies on its website?</td><td>SEND</td><td>Yes</td></tr>
<tr><td>SAFEGUARDING (Child Protection)</td><td>Yes</td></tr>
<tr><td>BEHAVIOUR</td><td>Yes</td></tr>
<tr><td>EQUALITY & DIVERSITY</td><td>Yes</td></tr>
<tr><td colspan="2">Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</td><td>Yes</td></tr>
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Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The school's special educational needs coordinator (SENCo): Mrs Sarah Brett

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Your child's class/subject teacher:

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Writing passports and/or support plans and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they 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 school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Head Teacher: Mrs Sarah Brett

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governors: Mrs Gillian Vince

Responsible for:

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

Does the school have a policy regarding provision for pupils with Special Educational Needs?

The school has an agreed policy for children with SEND. The policy is reviewed annually by the governing body. The implementation of the policy is monitored by the governors with the responsibility for SEND. The policy is available via the school website or from the school office on request.

What are the different types of support available for children with SEND at Holywell Village First School?

The Graduated approach:

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Support via Specific group work within a smaller group of children

Identifying need: short notes, first concerns

It is important that concerns about a learner of any age are recorded as soon as they are noted. These are the first concerns that there may be a special educational need. At this stage, these concerns about progress may have been raised by a class teacher, parent, learner, support staff etc. The first response is likely to be to ensure that high quality teaching is being targeted at identified areas of weakness, and that progress is being monitored closely. Any concerns raised by school staff should be shared with the learner and their parent/carer, and any strategies that are put in place should be discussed and agreed by all parties.

The level of SEN Support required will be determined by individual need. For some learners, in some schools and settings, if the plans put in place at the previous stage are not having sufficient impact on pupil progress or ability to learn, consideration may be given to coproducing a pupil passport or profile.

Passport/Profile

This document will be created for pupils whose progress continues to raise concerns.
The learner and their parent/carer will be aware of the on-going difficulties in accessing the curriculum and/or learning, and they will be involved in putting together the next steps of action. A meeting will be held to ensure a coproduced plan of action and completion of the profile or passport.
The passport will contain information that will be shared with all staff who are involved with the learner, to ensure a school wide awareness of planned support strategies. The actions identified from the previous stage will be reviewed, and evidence gathered to inform the next steps. The passport/profile will be reviewed regularly to ensure that the effectiveness of support strategies is being monitored and altered if not supporting progress as hoped.

Provision will notably be through Quality First Teaching, Small Group Interventions and/or some 1-1 Individual Support.

Small Group Intervention, may be:

- Taught inside or outside of the classroom
- Taught by a teacher or most often a Learning Support Assistant who has had training to run these groups

For your child this would mean:

- He/ She will engage in group/individual sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

After 2 cycles of support with interventions changed as necessary, if progress is still not being made, the SENCo and class teacher will consider moving to the next stage of SEN Support.

SEN Support

For many learners, the on-going use of a passport will be sufficient to meet their needs. Staff widely being aware of the recommended strategies and classroom based interventions required, along with regular reviews and amendments over time may lead to the desired outcome of 'readiness to learn' and improved progress. For others, this may not prove enough to meet needs, and a more structured approach with more detailed analysis, planning and intervention will be required. This will require an SEN Support Plan.
The plan will outline the following information about your child:

1. All about me

2. People who support me

3. Planning to meet my needs - my skills, and strengths and my concerns, and those of my parent/carers, teachers

4. My special educational needs (including health and social care needs related to SEND)

5. My outcomes - what we want to achieve by supporting me

6. Review - after a while, how is it working?

For many learners, cycles of assess, plan, do, review using an SEN Support Plan will be sufficient to meet need. The school staff might consider the following options within the cycles:
● some focussed individualised interventions on a small group or 1:1 basis within or outside the classroom
● external advice around meeting need i.e. specialist support services/health teams/EY Inclusion Consultants
● the Early Help process
● referral to Early Intervention Hubs
For example: The class teacher/SENCo/Head teacher might identify the need for extra specialist support in school from an outside professional e.g. Local Authority central services such as SEND Support Teams (Autism, Literacy and Dyslexia, Communication, Education Psychology, Behaviour), Visually Impaired Service and Hearing Services or outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child has been identified by the class teacher/ SENCo/Head Teacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and/or Small group Intervention.

What will happen?

- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
    - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
    - Support to set targets which will include their specific expertise
    - A group run by school staff under the guidance of the outside professional e.g. a social skills group
    - A group or individual work with outside professional

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and Small Group Intervention.

For the majority of learners, the on-going use of an SEN Support Plan is sufficient to meet their needs. For a small number of children, this may not prove enough to meet needs, and a more structured, holistic assessment is required. In these cases, it will be necessary to proceed to a request for additional high needs funding via a consideration of statutory assessment (COSA) or for short term additional resource (STAR).

Additional High Needs Funding

Short Term Additional Resource (STAR) may be applied for when learners who are receiving school/setting SEN support are judged to need extra interventions temporarily (for a maximum of two terms). This will typically be as a result of a sudden or significant change in the learner's circumstances.

Requesting an Education, Health and Care Needs Assessment (COSA)

This is a legal process which sets out the amount of support that will be provided for your child.

Statutory assessments are undertaken for children where there are significant special educational needs. It can be undertaken where there is convincing evidence that despite the school, with the help of external specialists, taking purposeful and relevant action to overcome the needs, the difficulties remain or have not been remedied sufficiently. There needs to be a strong case that needs cannot be met from within the school's budget.

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support provided and funded by school.

EHC Needs Assessment Process

If there is sufficient evidence, which also includes parent/carer views, an assessment will be initiated and coordinated by the SEND Team at Northumberland County Council.

If the evidence provided by school, parents and professionals suggests that despite appropriate assessment and provision having been made by school, your child is not progressing, or not progressing sufficiently well, the SEND

Commissioning Panel will consider what further provision may be needed. They will then advise the Local Authority on the need for it to make special educational provision in accordance with an EHC plan, and a plan will be issued.

At this point, school will be asked to complete and submit information to the Local Authority which documents small steps or short term outcomes which will lead towards achievement of the long term outcomes identified in the plan.

What will happen?

- The Education Health Care Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

For your child this would mean:

- The additional funding may be used to:
    - provide an adult to support your child within the whole class learning
    - run individual programmes or small groups including your child.
    - pay for support from outside agencies
    - provide resources not available within the school budget

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

Who are the other people providing services to children with an SEN in this school?

Directly funded or provided by the school:

- One HLTA (Higher level Teaching Assistant)
- Five LSA's (Learning Support Assistants)

  The HLTA and LSA's work with other specialists to deliver any specific plans, for example, one LSA may deliver speech therapy under the direction of an NHS Speech and Language therapist

- SEND Support Services which are comprised of: Psychological Services, Communication Services - Speech, Language and Communication, Literacy & EAL *(English as an Additional Language)* , Behaviour and ASD *(Autistic Spectrum Disorder)* Services

Paid for centrally by the Local Authority but delivered in school:

- Social Services Provision
- Sensory Service for children with visual or hearing needs
- School Nurse

Provided and paid for by the Health Service (Northumbria Healthcare NHS Trust) but delivered in school:

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

- CYPS (Children and Young People's Services)

What specialist, knowledge, skills and/or training do relevant members of staff have at Holywell Village First School?

- Emotional Literacy Support Assistant (ELSA) – for nurture and pupils with emotional or social difficulties
- LSAs trained in Talk Boost – communication programme for younger pupils
- LSAs trained in speech therapy delivery (as directed by a speech therapist)
- LSAs trained in sensory support – supporting children who are hearing impaired – equipment and access to curriculum
- LSAs trained in Autistic Spectrum Disorder – experience of supporting a number of pupils on the spectrum
- LSAs trained in Positive handling for children displaying challenging behaviours
- LSAs trained in Cerebral Palsy – experience and training in:
    - Moving and handling
    - Feeding
    - Communication aids
    - Delivery of Occupational Therapy plans
    - Delivery Physiotherapy plans
- LSAs trained in Read Write Inc. – intervention to improve literacy skills
- LSAs trained in Numicon Intervention Programme – an intervention to improve mathematics skills

How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEND
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND.
- SENCo has National SENCo Award Accreditation
- Teachers have training in supporting children who have difficulties in the following areas: Attachment, Dyslexia, Autistic Spectrum Disorder, Communication and Language, Attention Deficit, and Dyslexia
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the LIST team.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally every term and you will be told where your child's attainment is in relation to EYFS or National Curriculum Programmes of Study. You will also be informed about whether you child is making expected progress, not making expected progress or making more than expected progress in reading, writing and maths.
- If your child is in Year 1 and above, but is not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'

- At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- Children who have SEND will have an a passport, SEN Support Plan or EHCP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an Education Health Care Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with a SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Passports and SEN Support Plans will be reviewed with your involvement each term.
- Intervention workshop sessions will be held where you will be invited to spend time with the people who deliver the interventions.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

What is the achievement of pupils with SEND who attend Holywell Village First School?

Meaningful comparisons are difficult to make due to the low number of SEN pupils within school. Teachers and the SENCo work hard to ensure the small but significant steps of progress are noted and celebrated. The vast majority of pupils with SEN manage to achieve well enough to attain 'working towards' their age related expectation for their year group. Children with an EHC plan often have highly individualised provision based around previous year groups or key stage programmes of study.

- 2017-2018

Year 2 reading

	Foundations for the Expected Standard		Working Towards Expected Standard		Working At The Expected standard		Working at a Greater Depth		2017 National Greater depth % (school diff=/-)		Working at + working at a greater depth		National Expect + greater depth% (school diff=/-)		School 2018 compared to school 2017	
	number	%	number	%	number	%	number	%	national	+/-	number	%	nat	diff	Sch 17	=/- 2018
All (28)	0	0%	5	18%	12	43%	11	39%	25%	+14%	23	82%	76%	+6%	89	-7%
Send (2)	0	0%	2	100%	0	0%	0	0%	5%	-5%	0	0%	31%	-31%	33	-33%
SEND EHCP (0)																

Year 2 Writing

	Foundations for the Expected Standard		Working Towards Expected Standard		Working At The Expected standard		Working at a Greater Depth		2017 National Greater depth % (school diff=/-)		Working at + working at a greater depth		National Expect + greater depth% (school diff=/-)		School 2018 compared to school 2017	
	number	%	number	%	number	%	number	%	national	+/-	number	%	nat	diff	Sch 17	=/- 2018
All (28)	0	0%	5	18%	15	54%	8	29%	16%	+13%	23	82%	68%	+14%	75%	+7%
Send (2)	0	0%	2	100%	0	0	0	0	2%	-2%	0	0	21%	-21%	0%	=
SEND EHCP (0)																

Year 2 Maths

	Foundations for the Expected Standard		Working Towards Expected Standard		Working At The Expected standard		Working at a Greater Depth		2017 National Greater depth % (school diff=/-)		Working at + working at a greater depth		National Expect + greater depth% (school diff=/-)		School 2018 compared to school 2017	
	number	%	number	%	number	%	number	%	national	+/-	number	%	nat	diff	Sch 17	=/- 2018
All (28)	0	0%	5	18%	15	54%	8	29%	21%	+8%	23	82%	75	+7%	82%	=
Send (2)	0	0%	2	100%	0	0%	0	0%	4%	-4%	0	0%	32	-32%	33%	-33%
SEND EHCP (0)																

Year 4 Reading:

Cohort number in (32)	Not yet working at the expected standard		Working Towards - Emerging		Working Towards - Developing		Working at Expected Standard		Working at a greater depth		Expected & Greater Depth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All (32)	0	0%	0	0%	2	6%	18	56%	12	38%	30	94%
Send Support (6)	0	0%	0	0%	2	33%	4	67%	0	0%	4	67%
SEND EHCP (0)												

Year 4 Writing

Cohort number in (32)	Not yet working at the expected standard		Working Towards - Emerging		Working Towards - Developing		Working at Expected Standard		Working at a greater depth		Expected & Greater Depth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All (32)	0	0%	1	3%	2	6%	19	56%	10	31%	29	87%
Send Support (6)	0	0%	1	17%	2	33%	3	50%	0	0%	3	50%
SEND EHCP (0)												

Year 4 Maths

Cohort number in (32)	Not yet working at the expected standard		Working Towards - Emerging		Working Towards - Developing		Working at Expected Standard		Working at a greater depth		Expected & Greater Depth	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All (32)	0	0%	0	0%	4	13%	21	66%	7	22%	28	88%
Send Support (6)	0	0%	0	0%	4	67%	2	33%	0	0%	2	33%
SEND EHCP (0)						67%						

How is Holywell Village First School accessible to children with SEND?

- The building is accessible to children with a physical disability
- We ensure that equipment used is accessible to all children regardless of their needs

- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child
  - We will make sure that all records about your child are passed on as soon as possible

- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All passports and SEN Support Plans will be shared with the new teacher
  - All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term
  - If your child would be helped by a book to support them understand moving on then it will be made for them

- In Year 4:
  - The SENCo will meet with the SENCo and the Head of Year 5 from the middle school to discuss the specific needs of your child
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead
  - Your child will visit their new school on several occasions throughout the year. A transition week at the end of the summer term involves 2 days of Year 5 staff visiting the first school and 3 days of first school children visiting the middle school.

How can I make a complaint if I am unhappy with any aspect of provision for SEND?

Contact the school office where you will be issued with the agreed complaints policy.

How can I make an enquiry regarding the provision for pupils with SEND?

Contact the school office in the first instance.

School office:



http://www.holywell.northumberland.sch.uk/



admin@holywell.northumberland.sch.uk



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