



## Special Educational Needs (SEN) Information Report (updated September 2016)

### The Holme Primary School

#### 1. Special Educational Needs for which provision is made at the school.

The Holme Primary School is a church controlled mainstream school. With our strong Christian ethos we will ensure that all children are valued equally, regardless of their abilities and/or social or emotional difficulties. The school recognises that all children are entitled to have access to a broad, balanced and progressive curriculum which is differentiated to meet their individual needs. As a values led school, we promote inclusivity and strongly support each individual child to develop a growth mind-set, seeing mistakes as positive learning opportunities in order to achieve his or her full potential.

**Information about the school's policies for the identification and assessment of pupils with SEN**

2.	How does the school know if children need extra help and what do I do if I think my child has special educational needs?	<p>Children are identified as having SEN through a variety of ways including the following:-</p> <ul style="list-style-type: none"> <li>• Liaison with pre-school/previous school</li> <li>• Child performing below age expected levels</li> <li>• Concerns raised by parent</li> <li>• Concerns raised by teacher for example behaviour or self-esteem is affecting performance during termly pupil progress meetings.</li> <li>• Liaison with external agencies i.e. physical</li> <li>• Health diagnosis through paediatrician</li> </ul> <p>If you have any concerns about your child or their achievements in school, please contact the class teacher initially. This can be done informally at the end of the day or by phone call or letter to arrange an appointment.</p>
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**Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC (Education, Health and Care) plans.**  
Including  
a) How the school evaluates the effectiveness of its provision for such pupils  
b) The school's arrangements for assessing and reviewing the progress of pupils with SEN

3a.	How will I know how my child is doing?	<p>The Holme offers an open door policy where you are welcome at any time to make an appointment to meet with either the class teacher or INCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. If your child is on the SEN register (a list of children with SEN held in school) they may have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.</p> <p>If your child has complex SEN they may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place annually among all stakeholders to discuss your child's progress and a report will be written outlining clear and coherent next steps.</p>
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	<p>How does the school know how well my child is doing?</p>	<p>As a school we measure children's progress in learning against National expectations and age related expectations.</p> <p>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from entry at Year R through to Year 6, using a variety of different methods including National Curriculum performance indicators, standardised scores and Reading and Spelling ages.</p> <p>Children who are not making expected progress are identified through pupil performance meetings with the class teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.</p> <p>When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.</p>
	<p>How are the governors involved and what are their responsibilities?</p>	<p>One of the Governors is responsible for SEN and meets regularly with the INCo. The INCo and Senior Leadership Team also report to the Governors regularly to keep all informed.</p> <p>The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.</p>
<p>3b.</p>	<p>How will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?</p>	<p>The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.</p> <p>There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher.</p> <p>Homework activities provide an opportunity to reinforce learning from class lessons and are usually differentiated to meet the needs of the children. Parents are encouraged to discuss any homework difficulties with the class teacher.</p> <p>Parents' Evenings are held twice a year and these offer the chance to discuss your child and their progress with the class teacher. A written report is prepared by the class teacher in the summer term.</p>

<b>The School's approach to teaching pupils with SEN</b>		
3c.	<p>How will the school staff support my child?            What are the school's approaches to differentiation and how will that help my child?</p>	<p>We are a values led, inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being and strive to encourage children to reach their full potential. The ethos in school encourages children to stretch themselves in their learning, to make mistakes and view them as learning opportunities and to aim for the highest level in all work they undertake. Children's achievements in and out of school are celebrated and there are many opportunities provided in the areas of sport and the arts. Work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. However, on occasions, this can be individually differentiated. Differentiation allows all children to access lessons and learn at the correct level.</p> <p>Working groups are fluid and the group members change according to need with children being encouraged to understand that, whilst they may be experiencing difficulties in one area of their learning, they may well be achieving great success in another area. All children are strongly supported and encouraged to see themselves as successful learners with no limit to their aspirations.</p>
<b>How the school adapts the curriculum and learning environment for pupils with SEN</b>		
3d.	<p>How will the curriculum be matched to my child's needs?</p>	<p>The class teacher is the first point of contact for parents who have any concerns about any aspect of their child's progress.</p> <p>Class teachers have the principal role in the planning and delivery of appropriately differentiated, high-quality teaching for all children in their class. The planning system at The Holme allows for alterations to be made to plans providing repetition of a learning outcome when necessary for understanding or to move on quickly when rapid progress has been identified.</p> <p>The class teachers adhere to school procedures for pupil assessment, identification and analysis of data of pupils with special needs. Curriculum planning should always recognise the learning needs of all pupils.</p> <p>Where the pupil is on the SEN register, the class teacher will discuss the range of additional support available with the SENCo.</p> <p>The class teacher, learning assistants and SENCo may prepare an Individual Education Plan</p>

		(IEP) which will be discussed with the pupil and parents and their views sought. This will be reviewed regularly.
	How will my child be included in activities outside the classroom including school trips?	All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure that health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to seek support and, if deemed appropriate, alternative activities which will cover the same curricular areas will be provided in school.
<b>Additional support for learning available to pupils with SEN</b>		
3e.	How is the decision made about what type of and how much support my child will receive?	The class teacher, working alongside the INCo, will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents and with the child. All children are encouraged to take responsibility for their own learning and be able to discuss areas they need extra support in as well as to develop a realistically positive view of their achievements.
3f.	What support will there be for my child's overall wellbeing?	The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the INCo for further advice and support.
	How does the school manage the administration of medicines?	The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school if Health Professionals recommend that medication is to be taken during the school day. On a day-to-day basis the Admin Staff generally oversee the administration of any medicines. As a staff we have regular training and updates of conditions and medication

		affecting individual children so that all staff are able to manage medical situations.
	What support is there for behaviour, avoiding exclusion and increasing attendance?	As a school we have a very positive approach to all types of behaviour with a values based reward system, linked to the agreed list of values, which is followed by all staff and pupils. After any behaviour incident we expect the child to reflect on their behaviour with an adult supporting them to do so. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. They are encouraged to reflect on what values were not shown and to formulate a plan of behaviour to ensure that they do show the school values. Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head Teacher.
<b>The name and contact details of the School Special Educational Needs Coordinator</b>		
4.	Who is and how do I contact the SENCo?	Mrs Maddy Child is the school INCo. She can be contacted at The Holme Primary School by calling the school on 01428 714 409.
<b>Information about the expertise and training of staff in relation to children with SEN</b>		
5.	What training is provided for staff supporting children with SEN?	The INCo has the required SEN Accreditation for coordinating Special Educational Needs in Primary Schools. Some members of staff have had training in delivering Speech & Language programmes from Speech & Language therapists. All of our LSAs have had training in delivering reading and spelling / phonics and maths programmes. Our LSAs and SENCo have all attended training on Precision Teaching and meet regularly to update each other on its use in school. The staff are informed of any relevant training which becomes available during the year.
<b>Information about how equipment and facilities to support children with SEN are secured.</b>		
6.	How accessible is the school environment?	The school is wheelchair accessible on the ground floor though there is no wheelchair access to the two classrooms on the first floor. Great emphasis is placed on welcoming all visitors to the school and the school strives to make any necessary adjustments to make

		access easier for anyone with visual impairment or mobility difficulties. When required, classes have been moved to allow an individual pupil with mobility difficulties to have access to the school.
	How are the school's resources allocated and matched to children's SEN needs?	We ensure that all children with SEN have their needs met to the best of the school's ability with the funds and resources available. Class teachers are responsible for meeting the needs of all children in their class and do so by delivering high-quality differentiated teaching and learning activities. We also have a team of LSAs who deliver various programmes designed to meet children's needs.
<b>The arrangements for consulting parents of children with SEN and involving them in the education of their child.</b>		
7.	How are parents currently involved in school?	The school has an 'open door' policy and parents are welcome to come into school and support their child at different events over the year. Parents are invited to weekly Celebration Assemblies, Parents' Evenings, Open days etc throughout the year. Friends of the Holme Group (FROTH) play a very active role in school; supporting school-led activities and running many social and fund-raising events throughout the year.
	How can I get involved and who can I contact for further information?	The school office can provide contact details for FROTH. If you would like to become involved in supporting class or school activities, please contact your child's class teacher initially.
<b>Arrangements for consulting young people with SEN about and involving them in education</b>		
8.	How are young people involved in their education?	We have Pupil Leaders who address issues raised by the children themselves. Our Pupil Leaders include Eco Leaders whose job is to make our school a healthier place to be and their meetings discuss how this target can be achieved. Where it is appropriate to do so (considering the level of maturity and understanding) children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher. If your child has an EHC Plan, their views will be sought before any review meetings.

<b>Arrangements made by the governing body relating to the treatment of complaint from parents of pupils with SEN</b>		
9.	What steps should I take if I have a concern about the school's SEND provision?	<p>Please talk to us – firstly contact your child's class teacher then contact the INCO or Head Teacher.</p> <p>We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. We aim to work in partnership with parents in order to provide the best learning experience for the children in our care.</p> <p>If you don't feel after talking to us that your concern has been resolved, you can complain using the school's complaints procedure which can be found on our school website or by asking at the school office.</p>
<b>How the school involves other agencies and professionals in meeting the needs of pupils with SEN and in supporting their families.</b>		
10.	What specialist staff are working in the school?	The INCo holds the SEN professional qualification for coordinating SEN in primary schools. Our INCo has also completed the <i>Children's Literacy Difficulties: Dyslexia</i> accreditation at Oxford Brookes University.
	What outside agencies or services does the school access?	The Holme is able to access all specialist services operating within the Hampshire area and does so as the needs of individual pupils warrant this.
<b>How to contact support services for parents of pupils with SEN</b>		
11.	Who could answer my questions regarding organisations which could provide additional support for my child?	If you believe that your child would benefit from support not provided in school, please contact the school to discuss this and we will try to put you in touch with the organisation you need. Alternatively, please look at the Hampshire Local Offer – link on the school website.
	Where can I find out about Hampshire's Local Offer?	Follow the link on the school website to find out more about the Local Offer for our area.



**The school's arrangements for supporting pupils with SEN in transferring between phases of education.**

12.	How will the school prepare and support my child when joining the school, moving on to a new stage and when transferring to a new school?	<p>We encourage all new children to visit the school prior to starting when they will be shown around the school. If time allows, children may also be invited to spend a morning or half morning in school before they officially begin to attend full time.</p> <p>Open Days are held when parents and children are invited to explore the school and see the kind of activities which go on during a school day.</p> <p>Shortly before the end of the summer term, all classes spend a morning with their new teacher in their new classroom and take part in getting to know you type activities.</p> <p>When children are preparing to leave us for a new school, typically to go to secondary education, we arrange visits.</p> <p>We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</p> <p>If your child has complex needs then an EHC Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.</p>
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**Information on where the Local Authority's Local Offer is published**

13.	Where can I get further information about services for my child?	<ul style="list-style-type: none"><li>• Look at the SEN policy on our website <a href="http://www.theholme.schooljotter2.com">www.theholme.schooljotter2.com</a></li><li>• Look at the LA's Local offer on the SEN website <a href="http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm">http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm</a></li><li>• Contact Parent Partnership - <a href="http://www3.hants.gov.uk/parentpartnership">www3.hants.gov.uk/parentpartnership</a></li><li>• Contact IPSEA (Independent Parental Special Education Advice) - <a href="http://www.ipsea.org.uk/">www.ipsea.org.uk/</a></li></ul>
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