



Holystone Primary School

Holystone Primary School SEN Information Report

Holystone Primary School is a fully inclusive school which ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally.

Our SEN information report lets you understand how we support pupils with special educational needs and/or disabilities (SEND).

We consult with pupils and their families on our SEN information report by:

- Meeting with parents/carers when a child is first admitted to school regarding any existing needs or concerns.
- Regular meetings between teachers and families.
- Review meetings with families, school staff and other professionals involved in meeting the needs of the child.
- Our governing body has a SEND governor who meets with the Special Educational Needs and Disabilities Coordinator (SENDCo).

Identifying needs

Our aim is to identify any barriers to learning as soon as possible. This is to work out what action the school and families need to take in order to support the child and intervention can be given at the earliest opportunity. At Holystone Primary School we consider the needs of the whole child, not just the area of SEND.

Children may be identified as having a special educational need through a variety of ways including:

- Response to day-to-day classroom work and routines.
- Concerns raised by parents/carers and family.
- Concerns raised by teacher and support staff.
- Analysis of performance data.
- Pupil Progress meetings between Teachers/Senior Leadership Team.
- Standardised screening and assessment tests.
- Liaison with external agencies e.g. Language and Communication, Speech and Language.
- Health diagnosis through paediatrician/doctor.
- Observations in classroom and/or playground.
- Observations of behavioural, emotional and social development.
- Liaison with nursery/previous setting.

The school recognises that children with special educational needs may fall into one of the following categories which is noted as the child's primary area of need. We acknowledge that, more often than not, children with special educational needs may have a number of difficulties from two or more areas of need. We always strive to meet the needs of the whole child.

Supporting Pupils with Special Educational Needs / Disabilities and their Families

We will let families know about any concerns about a pupil's learning by:

- Holding regular parent – teacher consultation meetings.
- Providing an “open door” policy whereby parents can contact school at any time if they have concerns. Meetings can then be arranged with appropriate school staff, including the Headteacher and/or school SENDCo.
- Email and telephone conversations
- School reports
- Multi-agency meetings with parents, pupils and professionals for education, social care and health

When a pupil is identified as having special educational needs, we support their development and progress by:

- Pupil progress meetings in school which may highlight concerns about pupil's learning and action will be planned.
- Ability setting for English and Maths.
- Identification of resources to support pupils
- Planned intervention in basic skills in literacy/numeracy/social skills

- 1:1 or group intervention in school or after school with a teaching assistant or teacher.
- Use of School Support Plans and IEPs to track targets and progress both personally and academically.
- Parents' meetings
- Tracking pupil achievement and progress during intervention via an online tracking system
- Involvement from our learning mentor if required
- Involvement/advice from outside agencies
- We aim to work in partnership with parents, and where parents have concerns about their child's needs, we ask them to come into school and discuss these with staff.

Children identified with special educational needs are involved and supported in their education through:

- Discussion with individual children about their targets.
- Creation of Individual Support Plans where children have a chance to voice their views.
- Discussion with the children before reviews meetings about their likes and dislikes and how they feel they would like to be supported.

We work alongside the Looked After Children Team and the Virtual Headteacher to support children who are looked after by the local authority and have SEN.

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Statutory Assessment and Review Service - SARS
- Educational Psychology – EP
- Child and Adolescent Mental Health Services - CAMHS
- Language and Communication Team – LCT
- Dene Communication Centre - DCC
- Speech and Language Therapy – SALT
- Dyslexia Team
- Behaviour Support
- Occupational Therapy – OT
- Sensory Support Team - Visual and Hearing Impairment.
- Raising the Health and Education of Looked After Children Team - RHELAC
- Public Health Nurse
- Health Visitors
- Children's Services
- Education Welfare Service
- Dene Communication centre – DCC
- Acorns – Domestic Abuse Outreach Service
- Parent Partnership

We work closely alongside these agencies, taking advice and accessing support for the children, as well as accessing staff training, to ensure then best possible support for children with SEN.

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to pupils when they are leaving the school:

- Meetings/ planning sessions with staff including the SENDCo of the school pupils are transitioning to
- Visits in school time and during holidays
- Multiagency meetings including parents/pupils and staff from both schools
- Transition aids e.g. photo books/videos when required

Support staff are deployed where they are needed throughout the school to ensure pupil progress, independence and value for money.

- We have Teaching Assistants in every year group to facilitate intervention and individual or group support for pupils.
- Several other teaching assistants work on a 1-1 basis to deliver the hours stipulated on the Education and Health Care Plan of individual children.

[Monitoring and evaluating SEND outcomes](#)

The school regularly reviews the quality of teaching for all pupils through planning and work scrutiny, lesson observations and learning walks.

Pupil outcomes are monitored through tracker data and reviewed with staff and the Senior Leadership Team. SEN tracker data is also monitored termly.

SEN provision is constantly monitored within school through the use of audits, observations, parent's meetings, staff views and the support of the SEN governor.

The SENCOs take part in lesson observations that feed into teaching assistant performance management targets that are often SEND related.

[Staff Training](#)

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Recent training has included ASD and Thrive. We have members of staff specifically trained in delivering certain interventions, staff trained in Speech and Language intervention delivery as well as one member of staff who is UEB grade 1 and 2 trained in Braille. There is also a trained Thrive practitioner in school.

Our fully qualified / trained Special Educational Needs and Disability Coordinators attend additional training throughout the year and provide advice and guidance to staff by having:

- Termly Support Plan (IEP) staff meetings
- Non class based SENCo, 1.5 days per week, to work alongside staff, parents, pupils and to liaise with outside agencies.
- Delivering SEN updates and training during staff meetings.
- Arranging specific training with outside agencies.

All staff have access to a variety of training which is ongoing throughout the school year.

SENDCO qualifications and training include –

- Postgraduate diploma in inclusion and vulnerable learners.
- SENCo qualifications from Bath Spa University.
- Specific training on ASD, dyslexia, dyspraxia, social stories, colour vision deficiency
- Child Protection
- First Aid
- SEND Network Meetings within the Authority
- National SEND conferences
- Social, Emotional and Mental Health conferences
- Qualified Thrive practitioner

Examples of qualifications and courses all staff may attend.

- ELKLAN – speech language and Communication
- Early Bird and Cygnet – Autism
- LCT training – Speech language and communication
- Behaviour training
- Every Child Counts – maths
- First Class@numbers – maths
- Dyslexia training
- Reciprocal Reading
- Phonics and literacy training
- First Aid Training
- Child Protection Training
- Lego therapy

Supporting Families

The school works in partnership with families to help them support their children's learning outside of school.

- We meet with parents and carers to discuss the needs of their child and to agree targets and support.
- We encourage parents and carers to meet and take advice from external services and provide opportunities within school to do so. We also make parents and carers aware of training opportunities and courses provided outside of school. Contact with staff in school, including our SENDCo team, class teachers and Head teacher may signpost parents to other services outside of school
- Families are also signposted to services / organisations through the Local Offer

Further Information

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy is available on the school website.

The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Holystone Primary School** then please contact the Special Educational Needs and Disability Coordinators Katherine Doonan and Jill Gascoigne on 0191 2007426

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none">• Autistic Spectrum Disorders• Speech, Language and Communication Needs• Social communication difficulties	<ul style="list-style-type: none">• Visual timetables• Areas of low distraction• Support / supervision at unstructured times of the day.• Social skills programme / support including strategies to enhance self-esteem.• Small group work to improve skills.• ICT is used to support learning where appropriate.• Strategies / programmes to support speech and language development.• Strategies to reduce anxiety / promote emotional wellbeing.

	<ul style="list-style-type: none"> • Where appropriate we will use support and advice from other partners to meet the needs of pupils. • Planning, assessment and review. • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • Differentiated curriculum and resources
<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties 	<ul style="list-style-type: none"> • The school has achieved the 'Dyslexia Friendly Schools Award' after a review by the North Tyneside Dyslexia Team. • Strategies to promote/develop literacy and numeracy. • I.E.Ps and targets supporting basic skills in English and Maths. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils.

	<ul style="list-style-type: none"> • Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. • Differentiated curriculum and resources
<p>Social, Mental and Emotional health</p> <p>e.g.</p> <ul style="list-style-type: none"> • Behavioural needs • Social need • Mental health needs • Emotional Health and wellbeing 	<ul style="list-style-type: none"> • The school ethos values all pupils. • There is a whole school approach to promoting self-esteem, self-awareness and resilience. • Behaviour management systems encourage pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support and advice is sought from outside agencies to support pupils, where appropriate. • Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • Information and support is available within school for behavioural, emotional and social needs. • The PHSCE curriculum is monitored and reviewed. • There is a whole school focus on social, emotional and mental health. • SEMH days termly to focus on different aspects of emotional wellbeing, self-awareness and self-esteem.

	<ul style="list-style-type: none"> • Links with the Northern Guild for Psychotherapists mean trainee psychotherapists are on site 3 days a week to provide therapy for students and parents. • Keyworkers provide emotional support for vulnerable pupils. • Year 6 and Reception children are linked in a 'buddy system'. • We are implementing the North Tyneside Children and Young people's strategy. • School can now make direct CAMHS referrals. • Mrs Doonan is now Thrive trained. • School runs an ADHD parent support group with CAMHS input. • Staff have received LGBTQ training.
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and medical needs 	<ul style="list-style-type: none"> • Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the

	<p>medicine administration policy.</p> <ul style="list-style-type: none"> • All staff may complete any necessary training in order to offer advice and guidance to other staff or meet the needs of pupils. • The school building is fully accessible to all including wheelchair users with ramps fitted to all entrances and lift facilities available. • A proportion of our school has a sound field fitted. • The school has disabled toilets / facilities including a shower room. • Daylight bulbs are fitted in corridors and in some classrooms. • One teaching assistant is trained to read and write in Braille.
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If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Special Educational Needs Coordinators.

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Additional Information

- Parents can contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Tel No: (0191) 6438317 / 6438313 who may be able to provide an independent parental supporter. SENDIASS can also put you in touch with the informal arrangements set up to help prevent or resolve any disagreements between you and the Authority.
- The North Tyneside Local Offer can be found at the following link:
<https://my.northtyneside.gov.uk/category/1243/local-offer-special-educational-needs-and-disabilities-send>

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