

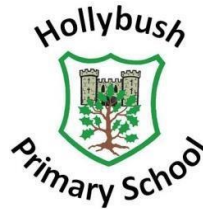


SEN Information Report

2024-2025

'All children and young people at Hollybush Primary School with SEND have access to high quality local provision that meets their needs.'

We are a small, welcoming and inclusive school at the heart of our community. We pride ourselves on our calm, friendly atmosphere which allows all children to flourish and achieve their potential. We take the time to get to know your child really well, their strengths, their interests and what makes them tick. We make sure that learning is exciting, challenging and fun and we design our curriculum so that children's social and emotional skills grow alongside their knowledge and understanding of National Curriculum subjects.



Special Educational Needs and Disabilities (SEND) Information Report 2024-2025

At Hollybush Primary School we are committed to creating an inclusive environment, with high expectations for all children, regardless of their starting points. We value the individual needs of all our pupils and have worked together with parents, governors, staff and children to create our information report. We celebrate neuro-diversity, and feel privileged to have a range of neuro-diverse children within our school community.

1. How does the school know if children need extra help and what should I do if I think my child may have SEND?

According to the SEND Code of Practice: 0-25 years, ***'A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.***

At Hollybush, we know that most children will have their needs met in class through first quality teaching. Our teachers are experienced, and offer all children a structured, safe and inclusive environment to learn. Our teachers ensure that lessons meet the needs of all children by providing a range of different supports and scaffolds that all children can access in classrooms that have reduced visual noise.

Teachers continuously assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEND you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents evening, or by telephone or e-mail or by appointment. Sometimes it might be necessary for the school's Special Educational Needs Coordinator (SENCO) and outside professionals to be involved.

Key Staff Members

SENCO & Mental Health Lead
Grace Borgeat/Dunni Smail
(Interim)

School Governor for SEND
Graham Nickson

Mental Health Lead
Charley Tilbury

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sbm@hollybush.herts.sch.uk

2. How will the school staff support my child?

The class teacher is responsible for all the children in their class including those with SEND. Learning is carefully planned and differentiated to cater for children with differing abilities. We have high aspirations of all our children and aim to teach all children at ARE (age related expectations). If your child requires extra support, they may receive support through carefully matched resources within the class setting. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to help support any gaps in their learning. These small intervention groups can be run by the class teacher or by a teaching assistant. The Special Educational Needs Coordinator may suggest the involvement of an outside specialist. Children who need highly individualised provision will have learning targets set for them through 'Stepping Stones'. These targets will be set and reviewed termly with parents, teachers and where appropriate the child and progress will be carefully tracked. Parents will be fully involved at every stage of the process.

3. How will I know how my child is doing?

Teachers send home weekly notifications about pupils' learning to parents through 'Marvellous Me'. There are termly opportunities for parents to participate with their child in the classroom through our Discover, Explore & Create mornings. Parents' evenings are held in the Autumn and Spring terms and class teachers write an annual report about each child at the end of the Summer term. Parents may request a meeting with the class teacher by phoning or calling into the school office. Teachers are usually available to see parents at a mutually convenient time after school. There may be communication further to parents' evenings which would include the review of 'Stepping Stones' targets on a termly basis. The SENCO is available for meetings to discuss progress and concerns. Parents of children with Special Educational Needs will also be invited to meetings with outside professionals. Some families will have regular meetings with agencies through the Early Help Module (EHM).

4. How will the learning and development provision be matched to my child's needs?

Good quality first teaching from the class teacher is vital. It is carefully planned and differentiated to meet your child's needs and those of all the children. Children will often have differentiated suitable resources to support individuals in accessing age related objectives. Small group learning or one-to-one support from teaching assistants will be available where appropriate. Children with SEND are all regularly assessed and meetings between school staff, pupils and parents are held to ensure that provision is meeting children's needs. Some children may need specific provision matched to their needs through a stepping stones plan or an EHCP.

5. What support will there be for my child's overall wellbeing?

As a school we believe in a holistic, therapeutic approach to supporting children. The school promotes positive relationships between parents, children and all staff at school. All children including those with SEND are encouraged to participate in clubs including, for example, sporting activities and music lessons. The school listens to children's views through the school council and regular pupil questionnaires. Assemblies and PSHE lessons address wellbeing issues



such as bullying and conflict resolution. We have high expectations of behaviour and support for one another as detailed in the Behaviour and Anti-Bullying Policies. The school has links with Selections Children's Centre which supports families with young children as well as other professionals such as the School Family Support Worker and the schools counselling service, Safe Space. If your child has a medical condition, please see our Medical Conditions Policy; they will be supported through a Medical Health Care Plan. The school has an ELSA (Emotional Literacy Support Assistant) your child may be invited to attend sessions with her to support them with a range of social, emotional or behavioural issues. The school has a Mental Health lead and deputy mental health lead. They work together to ensure that there is a cycle of awareness raised throughout the school year to support children with mental health. The school implements a regulation system to help children to be emotionally regulated and self-aware called the 'zones of regulation'. The school also runs a number of social skills and nurture groups.

6. What training have the staff, supporting children with SEND had or are having?

All Staff have regular in-school training on a range of SEND needs. The SENCO attends regular external SEND training, attends termly SEND briefings and maintains close links with the local SENCO cluster. Outside agencies and professionals support school with ongoing advice and recommendations. All of our staff have a base level of training in ASD, SPLD (how to support barriers to learning in the classroom) and Speech, Language and Communication. All staff members have had at least level 1 training in Makaton, and some staff have gone on to Level 2, 3 & 4. Some staff working with children with specific needs have had bespoke training matched the needs of the child.

7. What specialist services and expertise are available at or accessed by the school?

In addition to good quality first teaching, expertise is shared within the school facilitated by the SENCO. Sometimes the SENCO refers children for advice or support from external professionals after discussions with parents and class teachers.

These services include:

- Educational Psychology (EP)
- Communication Disorders Team
- Outreach Support for specific needs e.g. Autism Family Support Worker
- Primary Behaviour Team
- Speech and Language Services
- Low Incidence Team - Visual Impairment and Hearing Impairment
- SpLD base for specific learning difficulties in Maths or English
- Family Support Worker
- Counselling in Schools (Safe Space)
- Step 2 Early Intervention Children and Adolescent Mental Health Service
- Early Years Advisory Team (for nursery children)

Some services are accessed through the General Practitioner (GP). These include:

- Speech and Language services
- Paediatrician



- CAMHS (Children and Adolescent Mental Health Service)
- Nutrition and Dietetic Service

8. How will you help me to support my child's learning?

The school is keen to help parents support their child's learning. This starts with information meetings for new Nursery and Reception parents. The school also provides opportunities for 'clinics' throughout the school year to support parents in learning how to support their child at home. Termly letters are SENT home detailing the learning for each year group and there is access to information on how to help your child on the school website. We hold regular parents' evenings and information evenings on different subjects. We hold half-termly SEN coffee mornings as an opportunity to form connections with other parents in similar situations and to provide training through guest speakers; we take up all parent workshop offers from DSPL3 to ensure parents have up to date information. In the past we have held sessions on how to support early reading, routines and boundaries and Makaton for parents. Parents of children who have SEND provision are able to meet with the class teacher termly to review their progress, they can also meet with the SENCO on a regular basis to review provision.

9. How will I be involved in discussions about and planning for my child's education?

Parents can attend parent consultations to review targets and discuss progress on a termly basis. For a few children and families with multiple needs a family first assessment (FFA) may be necessary to enable all services involved with the family or child to work together efficiently and share information. Some children will have individual targets set through 'Stepping Stones' with parents/carers, teachers, children and possibly the SENCO. A small percentage of children with more complex SEND will have an Education, Health and Care Plan (SEND Code of Practice 2014). This is a statutory document administered by Local Education Authority Special Educational Needs officers ensuring that children receive the provision they need and that their parents' wishes are taken in to account. This is reviewed on an annual basis and both the child's and family views are gathered before the meeting.

10. How will my child be included in activities outside the classroom including school trips?

School trips will always be discussed with individual parents where necessary. Risk assessments are always carried out. Whenever necessary, reasonable adjustments will be made to include all children in school trips and activities outside the classroom.

11. How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010 and make reasonable adjustments to include all children. The Accessibility Plan is updated according to need.

12. Who can I contact for further information?

In the first instance, always contact your child's class teacher. The SENCO and Head Teacher are also available to discuss concerns with parents. The school has a SEND Governor. Parents may also contact the Local Authority SEND Officer for further advice.



13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Our school works closely with all settings during times of transition. We have meetings and home visits for parents of children entering the school system for the first time and extra visits can be arranged for pupils with SEND. Meetings are also held with preschools and nurseries. We work closely with secondary schools to ensure the smooth transition and transfer of relevant information, including meeting with secondary school staff. Children with SEND are able to have additional visits to their transfer school where needed. Internal transition meetings are held between teachers and support staff for transition between year groups. Where a child is leaving Hollybush to attend another school, records are transferred and discussed within 15 days of the child leaving the school, in compliance with the Education Regulations Act 2000. Both electronic and paper records are transferred and discussed.

14. How are the school's resources allocated and matched to children's special educational needs?

The budget for SEND is decided by the Head teacher and Governing body. Within the budgetary constraints, support is allocated according to the level of need. In exceptional circumstances, an application for Local High Needs Funding can be made to the Local Authority for individual children. Families with EHM support can apply for funding from the personalised commissioning fund.

15. How is the decision made about how much support my child will receive?

How much additional support a child will receive will be discussed in consultation with the class teacher, parents, SENCO and head teacher. Outside professionals may be involved in these meetings and, where appropriate, your child may be encouraged to attend. Some children with EHCPs may be allocated a number of hours of support. Support for children is 'needs led', and we aim to give children what they need to be successful, whether through adaptations in the classroom, reasonable adjustments, interventions or staffing.

Our school has a SEN register. This will detail whether a child is being 'monitored', is receiving 'SEN support' or has an EHCP.

In DSPL3 the primary SENCOs agree that pupils to be included on the DFE census for SEN support include:

Pupils with a diagnosis of a learning, SEMH, SLCN or physical need that impacts on their ability to access teaching and learning and maintain emotional and social wellbeing

And/or

Pupils who receive targeted support over and above quality first teaching and reasonable adjustments

And/or



Pupils where an external professional is offering ongoing guidance and strategies

And/or

The SENCO is offering regular and ongoing targeted guidance and strategies to teaching staff to meet the needs of the pupil

And/or

Pupils who receive additional interventions as part of an assess, plan, do review cycle

And/or

Pupils who are accessing MH support, e.g. CAMHs, STEP2, counselling via school or health

Parents will be notified before their child is added to the SEN register.

16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information on the Hertfordshire Local Education Authority offer can be found at:
<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

