

# SEND Information Report 2020-2021



*All Preston Hedges Academy Trust schools have a legal duty to publish information on their website about the implementation of the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations.*

*Holne Chase Primary School has published their SEN report which is part of the Milton Keynes Local Offer for learners with Special Educational Needs (SEN). We welcome your feedback and future involvement in this offer, therefore if you have specific questions about the content or about the Milton Keynes Local Offer, please do not hesitate to contact:*

**SENCO: Mrs Sophie Stuart-Buttle**

**Principal and designated LAC lead: Mrs Madeline Dunckley**

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## Our Key Principles

Holne Chase Primary School is an inclusive school. We are committed to ensuring equality of education and opportunity for all pupils and staff. We aim to develop a culture of inclusion in which everyone feels able to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

- We recognise, respect and value difference and understand that diversity is strength.
- We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to special educational needs, disability, ethnicity, gender, religion, belief or faith and sexual orientation.
- We foster positive attitudes and relationships, actively promoting them through The Holne Chase Promise and Our values.
- We work to ensure all members of our community share a sense of belonging and feel respected and valued within our school
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion and in continuing professional development.
- We have the highest expectations of all our children and monitor achievement for groups and individual pupils, using the data to plan future provision and so raise standards.
- We encourage, support and enable all pupils and staff to improve on their personal best through regular formal and informal assessment and feedback
- We work to raise standards for ALL pupils.

## What is SEND?

The SEN code of Practice 2014 states that:

-  A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
-  A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  -  has a significantly greater difficulty in learning than the majority of others of the same age, or
  -  has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.
-  Many children and young people who have SEN may also have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a *long-term* and *substantial adverse effect* on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

## What are the main areas of SEND provided for at our school?

There are four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Children may need additional support with the following:

- engaging with learning, e.g. reading, writing or mathematics
- expressing themselves
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- social / emotional health and well-being
- medical needs

## How do we know if our children need additional support?

At Holne Chase Primary School children are identified as having SEN in a variety of ways including:

-  Information from your child's previous school/early years setting
-  Concerns raised by parents/carers/guardians
-  Concerns raised by your child's class teacher or learning support assistant
-  Concerns identified by the teacher or SENCO
-  Concerns raised due to behavioural difficulties or poor self-esteem which is affecting performance
-  Concerns raised via observations in the school setting (e.g. lessons, play time)
-  Liaison with external professionals (e.g. speech and language therapist, SENDIAS, PEP & Child care review meetings etc.)
-  A medical diagnosis (e.g. dyspraxia, ASD)
-  Information from regular monitoring and data analysis
-  Concerns raised by our pupils

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## Assessment, Planning and Review

How does the school know how well my child is doing?

1. On-going monitoring and assessment by class teachers and the Senior Leadership Team to identify pupils who are not making progress or who have additional needs which are affecting their ability to engage in learning activities.
2. Your child's progress is continually monitored by his/her class teacher both formally and informally
3. At the end of each key stage (i.e. at the end of year 2 and year 6) 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.
4. The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
5. Children who are identified with SEN will have provision that is planned for and assessed on a provision map and Intervention record sheets. These will be reviewed with the pupil, the parent and class teacher; in order to plan for the next term.
6. The SENCO also monitors the interventions on a termly basis to ensure their effectiveness in relation to the pupils' needs. Next steps are fed back to the relevant phase teams to make the necessary changes or improvements.
7. The SENCO/SLT will also check that your child is making good progress in line with age-related expectations; and put the necessary provision into place to enable your child to make progress.
8. Parents are informed about their progress during our parent consultation evenings.
9. Pupils are consulted in a variety of ways about their learning and experiences at school, e.g through assemblies, pupil voice activities, 1:1 discussions, at review meetings for EHCP/ PEP etc.

Who should a parent/ Carer contact if they think their child may have special educational needs?	
<b>The Class Teacher</b>	<p>If you have concerns about your child, you should speak to their class teacher first. Depending on the concern raised, you may then be directed to the SENCO/SLT</p> <p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> <li> Delivering quality first teaching for all lessons</li> <li> Adapting and refining the curriculum to respond to the strengths and needs of all pupils using the Good Practice Guidance from SENDIAS</li> <li> Monitoring the progress of your child</li> <li> Discussing your child’s progress at Parents’ Evenings</li> <li> Consulting you with any concerns they may have about your child</li> <li> Involving you in any decisions about additional support that may be provided for your child</li> <li> Identifying, planning and reviewing the delivery of any additional support (if this support is delivered by another adult)</li> <li> Contributing to/ devising individual provision to prioritise and focus on the next steps required for your child to improve their outcomes</li> <li> Applying and implementing the school’s SEND/ Inclusion policy</li> <li> Completing a FACT/ FACT Plus to identify if there are additional needs</li> </ul>
<b>SENCO &amp; SLT</b>	<p>The SENCO/SLT are responsible for leading a team of teachers and pupils. Their role is to:</p> <ul style="list-style-type: none"> <li> Monitor the progress of pupils</li> <li> Monitor and support the quality of teaching and learning</li> <li> Identify, co-ordinate and review the delivery of any additional support</li> <li> Apply and implement the school’s SEND/ Inclusion policy</li> </ul>
<b>The Special Educational Needs Co-ordinator (SENCO)</b>  <b>Mrs Sophie Stuart-Buttle</b>	<p><b>The SENCO is responsible for</b></p> <ul style="list-style-type: none"> <li> Co-ordinating provision for children with SEND and developing the school’s SEND policy</li> <li> Liaising with a range of agencies who can offer advice and support to help pupils overcome barriers to learning</li> <li> Liaising with a range of agencies who can offer advice and support to help parents of pupils with SEND</li> <li> Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs</li> <li> Identifying, co-ordinating and reviewing the delivery of any additional support</li> <li> Monitoring the individual provision plans and the progress of pupils with SEND</li> </ul>

	<ul style="list-style-type: none"> <li> Applying and implementing the school's SEND/ Inclusion policy</li> <li> The SENCO will support teachers and Phase teams in co-ordinating interventions that will support our pupils in making good progress and securing good outcomes.</li> </ul> <p>The SENCO is also responsible for ensuring that parents are</p> <ul style="list-style-type: none"> <li> Involved in supporting their child's learning and access to the curriculum</li> <li> Kept informed about the range and level of support available/ offered to their child</li> <li> Consulted about any concerns the school may have about their child</li> <li> Involved in any decisions about additional support that may be provided for their child</li> <li> Involved in reviewing the progress of their child</li> <li> Consulted about inviting outside agencies to support their child</li> <li> Invited to discuss the outcomes of any specialist assessment or advice</li> <li> Consulted about planning successful transition to a new school</li> <li> Able to meet with the SENCO if needed</li> <li> Able to arrange a meeting with the SENCO to discuss their concerns or complaints with regard to the SEN provision made for their child</li> </ul>
<p>Principal Mrs. Madeline Dunckley</p>	<p><b>The Principal is responsible for:</b> The day to day management of all aspects of the school, including the provision made for pupils with SEN Meeting with parents who have concerns or wish to make a complaint about the SEN provision made for their child.</p>

## How will the curriculum be adapted to meet the needs of our pupils with SEND

### 1. Quality first teaching strategies

Quality first teaching is in place in all classes and for all pupils so that the curriculum is inclusive. 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 specialists) 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 gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- 🐟 Differentiation and grouping is approached in a range of ways to support access and ensure that all pupils can experience both success and challenge, matched to the task and their needs.
- 🐟 Additional adults are deployed flexibly to meet the diverse range of needs in the class.
- 🐟 The class teacher can also access ideas to support pupils from the Good Practice Guidance document

### 2. Targeted Support & Provision

Short term support for those at risk of falling behind or needing support in a particular area:

- 🐟 Can target a group of pupils with similar needs.
- 🐟 Delivered through Interventions or classroom support
- 🐟 Are targeted, time-related interventions
- 🐟 May be conducted within a lesson or in addition to whole class learning
- 🐟 Are planned to target those children who need help to accelerate their progress to enable them to work at or above age-related expectations.
- 🐟 May take the form of 1:1 or small group support

### Personalised Support & Provision

Longer term support for those with more complex enduring needs

Where a pupil is identified as having SEND, actions are taken to remove barriers to learning and we put special educational provision in place. This may be through adapting the curriculum or providing additional support through interventions which are recorded on intervention record sheets. Interventions may be:

- 🐟 Targeted group work within a small group of children or 1:1 support
- 🐟 Planned/ co-ordinated by the class teacher/ SLT/SENCO/specialists
- 🐟 Following specific plans from intervention materials, such as NUMICON
- 🐟 Run in the classroom or in a designated area within the school
- 🐟 Run by a teacher or most often a Learning Support Assistant
- 🐟 Planned for at least half a term and then reviewed by teacher
- 🐟 Planned with specific outcomes to help pupils make progress
- 🐟 Based on the FACT documents or advice and strategies from professionals (such as a Speech and Language Therapist)

- 🐛 Under-achieving pupils and pupils with EAL who **do not** have SEN will not be placed on the SEN register (list of pupils being offered additional SEN support) but will be on the school's provision map.

#### Pupils with medical needs:

- 🐛 If a pupil has a medical need then a Care Plan is compiled with support from the school nurse or relevant medical professional in consultation with parents/ carers.
- 🐛 These are discussed with all staff who are involved with the pupil
- 🐛 Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both the child and staff member
- 🐛 All teaching support staff have received basic first aid training and we have staff with a Paediatric First Aid qualification.

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## How does Holne Chase Primary support pupils who have SEND

Class teachers and Phase teams will liaise with parents, outside agencies, and SENCO to establish the child's needs and how we can best support them.

#### Provision will include:

- 🐛 An individual provision plan which is tailored to the needs of the child and planned to achieve specific outcomes
- 🐛 An enabling environment so all areas of learning are accessible for children and will be the class teachers responsibility, overseen by the SENCo and supported by the SLT
- 🐛 Intervention programmes in all year groups, that are planned by the phase team and monitored by the SENCo
- 🐛 The consultation of all stakeholders: parents, the child, the class teacher and any other relevant adults
- 🐛 Termly monitoring of progress of all pupils by all staff during termly data entry points. This will inform future provision for children.
- 🐛 Regular monitoring of pupil progress by the school governors

#### Tests and examinations: Access arrangements:

Additional arrangements and adjustments can be made to enable pupils with SEND to fully access a range of tests. This might include extra time, rest breaks or the use of a scribe.

## How parents are kept informed about how their child is progressing?

- 🐛 Parents are able to discuss their child's progress at parent consultation evenings, which are held 3 times a year. The first 2 are formal meetings, with pre-arranged time-slots.
- 🐛 The SENCO also offers appointments to parents for all three parent consultation evenings.
- 🐛 Parents can discuss any concerns with the class teacher at the end of the school day. If the concern needs to be discussed in more detail, appointments can be made to see the class teacher.
- 🐛 Parents can make an appointment to speak to the SENCO to discuss how their child is progressing or any concerns they may have.
- 🐛 At the end of each term, parents/ carers are invited to review the outcomes of their child's personal provision map. If changes are made before the end of the term, parents will be informed
- 🐛 Parents are invited to meet with specialist teachers or to discuss the outcome of specialist observations, reports or progress towards expected outcomes

## How can parents support their child's learning?

All parents are encouraged to contribute to their child's education by:

-  Following the advice or strategies provided from the class teacher, SENCO, specialist teachers or outside agencies
-  Attending any meetings that have been arranged
-  Working with their child by hearing them read regularly
-  Supporting their child with homework
-  Ensuring that their child attends school regularly
-  Ensuring that their child is ready for school: has had sufficient sleep, breakfast and is organised with what they need for school
-  Keeping us informed of any changes we need to be aware of

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

Our school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. Before any advice is requested, the views of the parent, class teacher, pupil, SENCO or other relevant adults are sought.

In most cases, these agencies will be involved when:

-  The school has tried supporting the child but needs further advice on how to accelerate progress
-  Medical support/ advice is needed
-  Parents request specific support
-  Regular monitoring at school and discussions from pupil progress meetings indicate that further support is needed
-  There is a concern about the child's mental health, well-being and safety
-  The school or parents require support for social/emotional and behavioural difficulties

We may access support from a range of services including:

-  Educational Psychology Service
-  Speech and Language Therapy Service
-  SENDIAS
-  School nurse - (also offers appointments at termly nursing clinics held at the school)
-  Early years services
-  Occupational Therapy Service
-  Child and Adolescent Mental Health Service (CAMHS)
-  Counselling services, e.g. bereavement services
-  Service for Children with Sensory Needs
-  Assistive and augmentative technology services
-  Children and Family Practice MK
-  Children's social care, e.g. Milton Keynes Safeguarding Children Board
-  Parent Partnership
-  Ethnic Minority Achievement Support Services (EMASS)
-  Adult Social Care - Young Carers Services
-  The Child Looked After (CLA) Team
-  Mental Health Support Team

### Pastoral Support

The phase teams/SENCO/LSAs:

-  Help to support our vulnerable pupils, e.g. those on Pupil Premium and LAC
-  Help to support the development of pupils' social skills and enhance self-esteem

- 🦏 May support emotional and social communication development through the use of play therapy or a nurture programme
- 🦏 May use the support of outside agencies to support pupils and families

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## What training is available to staff to help them support children/young people with special educational needs and/or disabilities?

The Principal, Assistant Principal and the SENCO identify and organise Continuing Professional Development (CPD) for class teachers and teaching assistants. CPD ensures that all staff have the necessary skills to support our pupils.

- 🦏 Skills audits are carried out and a rolling programme of training is delivered by the SENCO or outside agencies
- 🦏 Staff members can also identify any training that will improve their practice.
- 🦏 Shadowing/peer observation is used to share skills and expertise in particular areas
- 🦏 Medical training is conducted to support pupils with medical care plans such as diabetes, etc.
- 🦏 Each Key Stage has access to a member of staff trained in Paediatric First Aid
- 🦏 LSAs receive training to deliver interventions. These include interventions for core learning as well as social skills, art therapy, mindfulness and well-being.

## How will my child be included in extra-curricular activities, including educational visits?

### Activities and educational visits are available for all pupils

- 🦏 Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary.
- 🦏 If it is deemed appropriate that an intensive level of support is needed on an educational visit, a parent or carer may be asked to accompany their child during a specific activity.
- 🦏 Some children may be supported through social stories to prepare for the event.
- 🦏 For children with medical needs, a care plan will be created for each visit, to accommodate any support or adaptations that will be required during the visit. Where necessary, these care plans will be checked by the relevant medical service.

### P.E. Lessons

For pupils who experience anxiety or co-ordination difficulties, teachers may:

- 🦏 Modify the task or activity to suit the pupil
- 🦏 Pre- teach a movement sequence or activity
- 🦏 Pair the pupils with a buddy to help instil confidence

### Assemblies or educational enhancement opportunities at school

- 🦏 For some of our pupils, especially those with ASD, non-structured or non-routine days, can lead to high anxiety levels. If a child found these activities challenging, they could be provided with alternative provision for the day or adult support.

## How accessible is the school environment?

- 🦏 The school site is largely wheelchair accessible
- 🦏 The only area that is not wheelchair accessible is Year 5/6. If a situation arises that requires a pupils to access this area, adjustments can be made to accommodate the pupil, e.g. moving classrooms downstairs.
- 🦏 We have a disabled toilet in the office area that is large enough to accommodate changing and is suitable for wheelchair users.
- 🦏 Visual timetables are used in all classrooms
- 🦏 There is ramped level access from the hall and Year 3/4 classrooms to the playground
- 🦏 There is a disabled space in the school car park

-  The school provides specialist equipment/ resources such as coloured overlays, tinted exercise books & mini-whiteboards; interactive whiteboards with a coloured background to make learning accessible for pupils with visual stress or dyslexia.
-  We provide library books specifically chosen for pupils with dyslexia or visual stress.
-  We use the skills of a learning support assistant to support specific needs

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## How does the school support SEND pupils with transition?

### Transition into EYFS

-  EYFS Leader will run open days for parents to visit the school and discuss any queries they may have prior to applying to Holne Chase School.
-  Once a child has been offered a place at our school we run an open evening where parents are given a starting school pack and have the opportunity to talk to staff
-  Children are offered 3 'stay and play' sessions in the summer term prior to them starting school
-  The class teacher will try wherever possible to visit the nursery that the child attends and will read all transition forms received from nurseries
-  Parents are offered a 'home visit' from their child's class teacher in order to support their child and themselves in building a relationship with their class teacher
-  EYFS children moving into KS1 are given opportunities to bond with the children they will be with in KS1 during playtimes, lunchtimes and teambuilding trips
-  EYFS and KS1 children will be given opportunities to spend time with their new teachers during an all change afternoon. Class teachers will use the ELG's to plan lessons for children who did not achieve the ELG's during the Reception year and reassess them at the end of the Autumn term against the ELG criteria
-  Throughout this process EYFS and KS1 children are given pastoral and social support by LSA's and Class Teachers.

### Transition into secondary school

The SENCO will

-  Support parents in completing application forms or by explaining the transition process
-  Arrange for parents to visit secondary schools to support them in identifying the most appropriate school for their child and to discuss any concerns
-  Make early applications for pupils with an Education Health Care plan (EHC)
-  Attend meetings with relevant staff at secondary schools to facilitate a smooth transition
-  Request additional visits for pupils to facilitate transition
-  Contact the school to share information about special arrangements and support that has been in place for your child
-  Pass all relevant records and documents to the receiving school
-  Create a transition passport to support the transition process

### Transition due to change of placement during the school year

Children may choose to come to Holne Chase Primary or move to a different school during the school year for many reasons, e.g.:

- parents moving to a new location
- placement to a special school due to an EHCP requirement
- placement to a school closer to the child's home

When these situations arise, the SENCO and the class teacher will support the child's transition to their new school by:

-  Providing the new school with any relevant information, e.g. exercise books (English/ Maths), reports, etc.

 For pupils with SEN

- planned transition visits to help the child settle into their new school
- meetings/ discussions with the teacher/ SENCO of the child's new/ previous school to obtain any relevant information that will help to provide the necessary support for the child.

The SENCO will ensure that our induction procedure for new pupils is applied whenever a child starts our school

 If a child has an EHCP:

- Plan an EHCP review to discuss pupil needs, EHCP outcomes and provision needed
- Planned transition visits to help the child settle into the new school
- meetings with parents to familiarise them with the changes

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