

# HOLBROOK PRIMARY SCHOOL SEND INFORMATION REPORT



As part of the Children and Families Bill (2014), schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs aged 0-25. The information below tells you more about Holbrook and how we can support your child in order to reach their full potential.

## 1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum condition, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD)
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

## 2. Identifying pupils with SEN and assessing their needs

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. These children are discussed at the termly Pupil Progress meetings, which involve the Class Teacher, Deputy Head Teacher, Phase Leader and Assistant Head Teacher (Inclusion).

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, through Quality First Teaching and Ordinarily Available Practice, or whether something different or additional is needed.



### 3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations aim to ensure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's records on CPOMs.

We will always discuss with parents when it is decided that a pupil will receive SEN support and be placed on the SEN register.

**Reflecting practice across our locality (Horsham Schools Partnership - HSP), having a medical or Educational Psychologist diagnosis of a special need does not automatically mean a pupil needs to be placed on the SEND Register. Placement on the SEND register reflects the level of support the child needs to overcome their barriers which is above the Ordinarily Available Inclusive Practice (OAIP) and Quality First Teaching (QFT) provided at Holbrook.**

## 4. Assessing and reviewing pupils' progress towards outcomes

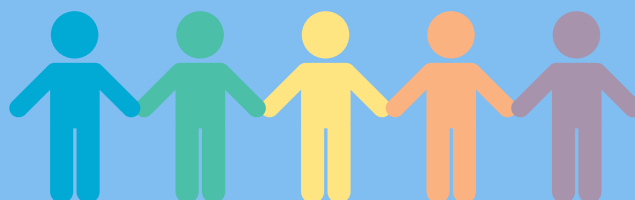


We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Assistant Head Teacher (Inclusion) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant and available

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress through termly Individual Support Plan (ISP) meetings which parents, and children, who are encouraged to attend.

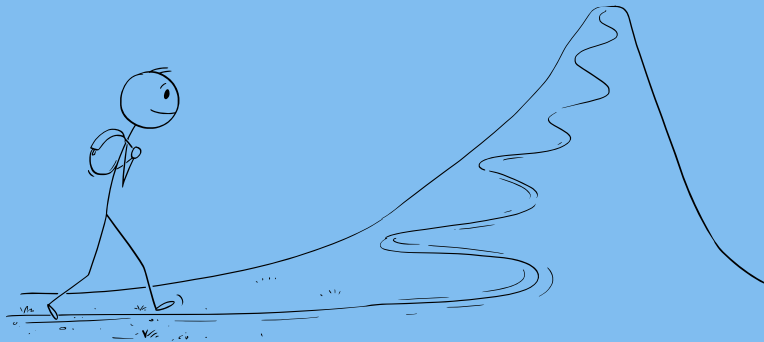


## 5. Supporting pupils moving between phases and preparing for adulthood

Children joining in Foundation Stage are given opportunities before starting school to familiarise themselves with the school and the Early Years staff. Children joining in other year groups may be offered a visit day before they start to familiarise themselves with the school.

Year to year within Holbrook we strive to have the child's new, as well as their current, class teacher at the summer ISP meetings to aid with transition.

If children are leaving Holbrook, we will share information with the school or other setting the pupil is moving to.



## 6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching and Ordinarily Inclusive Practice is our first step in responding to pupils who have SEND.

The additional needs of most children and young people can be met by inclusive quality first teaching and reasonable adjustments that are 'ordinarily' available Holbrook. The SEND Code of Practice calls this 'ordinarily available' provision.



We have a range of interventions for both learning and social & emotional needs which we use to support children as and when appropriate. They are regularly monitored and reviewed to ensure their impact.

Jump Ahead (motor skills)

Write from the Start (motor skills)

Mastery folders for reading or spelling

First Class @ Number 1 and 2

Talk for Number

Get Writing!

Fresh Start

Wordshark

Success @ Arithmetic – Number Sense and Calculations

Rainbows (supporting children through bereavement and loss)

Lego Therapy

Zones of Regulation

Word Aware

Narrative Therapy

Attention Autism

Sensory Circuits



## 7. Adaptations to the curriculum and learning environment

We make many adaptations to support pupils' additional needs, this includes adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.

Different areas of need may require different adaptations, examples of which include:

### Communication and interaction

- modelling language
- repeating back instructions
- visual prompts
- giving processing time
- use of name to engage learner
- visual timetables (whole class or individual)
- now/ next board
- social stories
- awareness of environmental barrier to learning (noise, acoustics, temperature, lighting)
- using simple phrases to communicate instructions
- flexible approach to daily transitions
- sensory or movement breaks
- use of alternative methods to communication (Makaton, picture communication)

### Cognition and Learning

- clear simple instructions
- tasks broken down into manageable chunks
- tasks cards
- time to respond to questions
- adapted work and resources
- use of concrete resources
- use of ICT to support learning (e.g. Clicker, individual laptops/ i-pads)
- opportunities for over-learning
- pre-teaching new learning
- use of memory aids (alphabet strips, number squares, post its, word and vocabulary mats)
- consideration to how work is presented (colour, font, size, layout)



## Social, Emotional and Mental Health

- Learning Mentor support
- individual risk assessments
- giving job responsibilities
- use of ABC charts to track and identify triggers
- consistent but flexible approach
- careful consideration of class seating
- being aware of environmental factors affecting individuals including peer relationships
- offering controlled choices
- Zones of Regulation
- transition supports including transition books
- comic strip strip conversations
- offering quiet, low arousal spaces to the child where they can go when they feel overwhelmed
- a clear consistent structure to the day, supported by a whole class visual timetable



## Sensory and Physical

- instructions given clearly and at an appropriate volume
- checking understanding e.g. asking the child to ,
- visual reinforcements and prompts
- careful consideration given to seating including checking of distractions in the environment
- opportunities for regular movement or sensory breaks
- use of Makaton
- concrete resources to support learning & attention and focus (wobble cushions, ear defenders, pencil grips, writing slopes, hearing aids)
- use of ICT to support learning (speech/ text software, talking buttons, Clicker)
- using timers to support the start and finish of the activity
- option to access quieter learning environments
- provide sequencing and organisational skills e.g. now / next boards, writing frames, visual timetables and clear and consistent routines

## 8. Additional support for learning

We have a number of teaching assistants who are trained to deliver the interventions named above (section 6). We also have a Learning Mentor who specifically focuses on supporting children's social and emotional needs through 1:1 and small group work.

## 9. Expertise and training of staff

Our Assistant Head (Inclusion) is Catherine Brooks MA(Ed), who has over 13 years of experience in the SENCo role and has previously been a class teacher. She holds the National SENCo award.

We have a team of 25 teaching and learning support assistants (TLSAs) as well as a higher-level teaching assistant (HLTA), who have regular training on different aspects of supporting children with SEN. The training programme reflects the needs of the children within the school at any one time.

In order to provide the best learning experience we can for children with SEND, school staff attend generic and individualised training in order to improve their knowledge and teaching. The Assistant Head meets regularly with other SENCOs within the locality in order to share each other's knowledge and expertise.

All staff are trained in Safeguarding Level 1, with three Designated Members of Staff for Safeguarding. These are Ian Holmes (Head Teacher), Natalie Davies (Deputy Head Teacher) and Catherine Brooks (Assistant Head Teacher).





## 10. Securing equipment and facilities

Resources and specific equipment are budgeted for and alternative grants are applied for if available.



## 11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND in a number of ways:

- Termly Pupil Progress Meetings with the Class Teacher, Phase Lead, Deputy Head and Assistant Head (Inclusion)
- Reviewing pupils' individual progress towards their goals each term through Individual Support Plan meetings (ISP) meetings
- Reviewing the impact of interventions every 6 – 12 weeks depending on the nature of the intervention
- Monitoring by the Assistant Head Teacher and other members of the Leadership Team
- Holding Annual Reviews for pupils with EHC plans

## 12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN



All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in years 4 and 6.

All pupils are encouraged to take part in sports day/school plays/special workshops.

## 13. Support for improving emotional and social development

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly in day-to-day interactions.

Our PSHE curriculum includes themes such as:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Mental wellbeing
- Managing when things go wrong

If a child needs more targeted support, we have a Learning Mentor who works 1:1 and with small groups to help support emotional and social development.



## 14. Working with other agencies

We have a good professional relationship with a range of outside support agencies and services, including speech and language therapists, the social communication team, the learning and behaviour team, school nurses, as well as links with Social Care and the community police force.

In partnership with other schools in the locality, we have bought in additional Speech and Language and Educational Psychology support.

## 15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and/or Mrs Catherine Brooks, Assistant Headteacher (Inclusion) in the first instance. The vast majority of concerns are usually resolved in this way however, if this is not the case they will then be referred to the school's complaints policy.

The Holbrook Governor with a responsibility for Inclusion is Shirley Gardner.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



## 17. Contact details for raising concerns

Class Teachers can be contacted via the class email addresses  
nameofclass@holbrookprimaryschool.com (e.g.  
woodpeckers@holbrookprimaryschool.com)

The school's Assistant Headteacher (Inclusion), Mrs Catherine Brooks, through the school office on 01403 272500, or assistanthead@holbrookprimaryschool.com.

## 18. The local authority local offer

West Sussex's local offer is published here: <https://westsussex.local-offer.org/>

The website helps parents and carers, and their children aged 0 - 25 years who have special educational needs or disabilities (SEND), find information and services



## NUMBER OF PUPILS ON THE SEN REGISTER AT HOLBROOK (JULY 24)

Level of support	Number of pupils	Percentage of school
EHCP	8	1.9%
SEND support (including EHCPs)	46	11.1%

## Other information about Inclusion at Holbrook

### Document

[Latest OFSTED report](#)

[Behaviour for learning policy](#)

[PSHE policy](#)