



SEN Information Report

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Our school's approach to supporting pupils with SEND

As a mainstream school we strive to be as inclusive as possible. If any pupil in our school has a barrier to learning, we will endeavour to ensure that there are the best opportunities for them to take part in every aspect of school life. Our SEND policy outlines our clear graduated response to SEND. This consists of quality first teaching, identifying concerns, and targeting following the assess, plan, do, review cycle. Where more support is needed, the SENCO can complete further assessments, refer to specialist services via Springboard, refer to Family Health Services and refer to community paediatrics via the Neurodevelopment Behaviour Service pathway.

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.



Catering for different kinds of SEND

Social, emotional and mental health

We cater for a range of social, emotional and mental health difficulties in school, including attachment difficulties, the impact of ADHD and ASC.

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. Regular PHSE (Personal, social, health and economic) lessons are planned into our curriculum. These provide children with the opportunity to discuss issues such as positive relationships, self-esteem and teamwork. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities: School Nurse, Learning Mentor, Socially speaking groups, Nurture groups or referrals to the SEMH team and possible play therapy. The school has a graduated response policy towards social, emotional and mental health needs.

Communication and Interaction

We cater for a wide range of communication and interaction needs, the most prominent being children who are on the autistic spectrum. We have many children with sensory processing difficulties. Our teaching, staffing and the configuration of the building have been carefully adapted to include children with communication difficulties. Our teaching assistant team are all trained in sensory provision. All classrooms use visual supports such as timetables and additional support and advice is sought from external agencies where appropriate.

Cognition and Learning Needs

We have wide ranging needs across the school and cater for many different cognition and learning needs. We have children identified as at risk of dyslexia, children at risk of dyscalculia, and many children who have been identified as having a mild to moderate learning difficulty or global delay. We have a good working relationship with extended services to support these children.

Sensory and/or physical needs

We have many children with sensory processing difficulties. Our teaching, staffing and the configuration of the building have been carefully adapted to include children with communication difficulties, including quiet spaces for children needing sensory stimulation. Our staff are trained in sensory needs and provision. Our building is on one level and wheelchair accessible. We have a disabled toilet with room for a changing plinth. Our staff are trained in personal care and handling.



Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), Masters)
Sharon Sibley	Neurodiversity, Dyslexia, Precision Teaching, Behavior, Social and emotional support, Nurture support, Communication and interaction support, Phonics	BSC(Hons) in Education, Postgraduate Diploma in Inclusive Education
Lorraine Collins	Dyslexia screening and interventions, Precision Teaching, Maths and English quality first teaching interventions, BSquared assessments Boxall Profiling	TA
Wendy Turner-Paxton	Speech and language interventions Boxall Profiling, KS1&2 English and maths interventions Phonics boosters BSquared assessments	TA
Nicola Sankey	Communication and interaction support, Little Wandle Phonics ASD, ADHD and attachment theory and support Social and emotional 1:1 support ELSA Sensory Learning support KS1&2 English and maths interventions Precision Teaching,	TA

	BSquared assessments	
Lucy Hadley	EYFS SEND support strategies Phonics interventions, Speech and Language EYFS & KS1, SALT assessment in EYFS EYFS assessment English and Maths interventions Sensory profiling and provision Outdoor learning Acquired Brain Injury	TA
Sarah Sharpe	EYFS KS1 Phonics (Little Wandle) B squared Hearing impaired/ visual cues Behaviour Boxall profiling Ks1 English and Maths interventions	TA
Lisa Lamb	Personal care Bsquared assessments – linked English and maths interventions and targets Speech and Language Phonics Sensory provision Autistic Spectrum Disorder Lego Therapy Attention Bucket	TA
Jaime Till	Personal care Bsquared assessments – linked English and maths interventions and targets Speech and Language Phonics Sensory provision Autistic Spectrum Disorder Paediatric first aid Little Wandle phonics Circle of Friends	TA

	Attention Bucket	
Lisa Scott	Basic Makaton signs Personal care First aid	Personal care assistant
Laura Ironmonger	Personal care Autistic Spectrum Disorder Bsquared Assessments Phonics First aid	Personal care assistant
Chloe Quinn	Basic Makaton signs Personal care First aid	Personal care assistant

The SENCO

Name of staff member	Email address	Phone number
Sharon Sibley	ssibley@hollywellprimary.org	0115 9195898

Securing and deploying expertise

Support is carefully timetabled and allocated depending on TA strengths, relationships and children's needs.

Where a child is in receipt of funding, careful timetabling is in place to ensure that they receive their entitled hours of support.

Where a child is in need of school level SEN support (ASN), this is timetabled according to need and their specific targets.

Most TA support timetabled in school is on an SEN basis.

Equipment and facilities

Hollywell Primary School is a single level building which can be accessed by wheelchairs. Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. Equipment is maintained at least annually or as required. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. There are disabled toilet facilities including space to accommodate changing and rail support for toileting. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use signs and symbols and visual timetables where appropriate. Where specialist equipment is needed, we can access support through the PDSS.



Identifying and assessing pupils with SEND

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. The SENCO, supported by the Senior Leadership Team and SEN Governor will co-ordinate the SEN provision throughout school liaising where necessary with parents, pupils, school staff and will work closely with outside specialist services. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014.

At Hollywell Primary we have an 'open door' policy and encourage parents to discuss any concerns they have as and when they occur, preferably in person with their child's class teacher first. Parents are also invited to contact our SENCO to discuss any concerns, by prior appointment.

We closely monitor the progress of all children termly. On entry to their new year group in September, all children are closely monitored and any SEN concerns identified. Class teachers follow the SEN support pathway, which begins by filling in an initial concern form and setting initial concern targets. If, after the concern period, the teacher is still concerned about the child's progress and additional needs, the pathway then guides teaching staff to complete a BSquared assessment and any other assessment in line with the perceived need. These give the teacher a detailed baseline assessment and a good indication of the main areas of need. The SENCO will review these and may suggest further assessments or screens, e.g. using the AET assessment framework for Autism, a BVPS or Wellcom language assessment, a Boxall Profile for behaviour, or an indicators of dyslexia holistic assessment. Short term targets are then set for the child and an appropriate intervention or closely targeted, quality first and adaptive teaching planned for. These are set out in the child's passport to learning, and where needs are high and the child receives funding, a provision plan, detailing support in place to meet the targets.

In the Autumn and Spring terms we hold Parents Evenings to discuss how children are doing. In the Summer term all children will receive their class teacher reports. Where a child has individual targets and special needs provision, these targets will be reviewed at least termly. New targets agreed with the child, parents and adults working with the child in school will then be set. Copies of relevant paperwork will be shared with parents



Consulting with pupils and parents

Pupils

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEN there will be times to chat with a member of staff:

Informally during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.

More formally during or in the lead up to review meetings

The child will be asked to contribute their ideas and opinions about barriers to learning and how best to support teaching and learning strategies.

Parents:

In September 2014, a new code of practice for Special Educational Needs was enforced. The underlying message was involving parents and the child/young person. We aim to gather information from you, the parents/carers, other professionals, previous teachers and previous settings before pupils start their time with us. Teaching staff all practise quality teaching first and differentiation to ensure that individual students' needs are met and that all students achieve their academic potential.

We acknowledge that all children are individuals and have different learning needs, some requiring additional support to help meet their needs or improve their learning. The SENCO, supported by the Senior Leadership Team and SEN Governor will co-ordinate the SEN provision throughout school, liaising where necessary with parents, pupils, school staff and will work closely with outside specialist services. When identifying children with SEN we follow the clear guidelines set out in the SEN Code of Practice 2014. Throughout Hollywell Primary we continually monitor and assess the progress of all our children. Where expected progress is not being made, interventions are put in place to work on the identified difficulties. Parents/carers are encouraged to share any concerns they may have about their child with their child's class teacher at a pre-arranged meeting; the School SENCO will be informed and become involved as needed.



Involving key stakeholders

The following specialist services and expertise are available or accessed by Hollywell Primary School staff. The SENCO and SLT refer to these services to access advice and support in school and in some cases, at home.

- Schools and Family Support Inclusion Services (SFSIS)
- Physical Disability Support Service (PDSS)
- Educational Psychology Service
- School Nurse
- Neurodevelopmental Support Pathway
- Social services
- Children's centres
- Healthy families team
- Complex Case resolution
- Speech and Language Therapy (SALT)
- Community Adolescent Mental Health Services (CAMHS)
- Multi Agency Support Hub (MASH)
- Voluntary Organisations
- Social Emotional and Mental Health Team (SEMH)

These can be found on the [Notts Local Offer website](#).



Teaching approach

At Hollywell Primary School class-based learning is adapted for all children and adaptive teaching approach is implemented; work and lesson inputs may also be differentiated to meet the needs of the pupils.

The class teacher is the first, most important person in making sure each pupil has the right levels of work and support through quality first teaching. Teachers work hard to ensure work is planned and delivered offering the right amount of support and challenge for all pupils whilst addressing children's preferred learning styles. Careful checking of progress leads to different approaches, supported work, and use of practical equipment where needed.

Within a smaller group:

We want all our children to learn how to be independent learners. But sometimes the teacher will find a specific or general gap in learning that needs some extra teaching in a small group in or outside the classroom. This will be with a Teaching Assistant or the Teacher. Sometimes the pupil's disability means that we need to provide a Teaching Assistant more often to help them to access what is happening in school. This may occasionally, where needed, be on a 1:1 basis.

Support from outside school

Sometimes we might need to work with professionals from outside the school. These may be from the Local Authority, Family SENCO, our employed Speech and Language Therapist or from Health. We would always talk to you first before talking to any of these professionals.

The Curriculum

We aim to deliver a creative, stimulating and exciting curriculum in a variety of ways to engage all pupils with different learning styles and needs. We provide a stimulating learning environment throughout Hollywell Primary that supports and reflects the curriculum being covered from Foundation to Year 6. When specific curriculum adaptations and reasonable adjustments are necessary for individuals, relevant staff will attend training sessions as necessary and on some occasions, an individualised curriculum created.



Transition support

The transfer to a new school can be an anxious time for both child and parent and we encourage visits to our school before applying. Careful planning is made for all children but for children with SEN, an additional transition plan may be put in place if needed. This will generally include early discussions with the school they are coming from or going to and any external agencies that are providing existing support. Parents are involved in transition discussions so that the needs of the child and any particular concerns are shared. Staff at the new school then meet with the child and specific visits are often planned, allowing the child to familiarise themselves with the learning environment and the staff who will be working with them.

We understand that special preparations may be needed when children with SEN start at a new setting or move between classes or schools. At Hollywell Primary we aim to make this as smooth and reassuring as possible through:

- careful planning with the next setting
- sharing of information with parents/carers including the opportunity to meet new staff before the move.
- additional visits to the new setting
- structured transition days for the children within school and building of relationships



Adaptations to the curriculum and learning environment

The Curriculum

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Learning Environment

Hollywell Primary School is a single level building which can be accessed by wheelchairs. Where possible we provide equipment or complete necessary funding applications to provide any equipment that is deemed necessary in order to support children in school. Equipment is maintained at least annually or as required. We aim to ensure that all activities and equipment are accessible to all children, parents/carers and visitors to our school. There are disabled toilet facilities including space to accommodate changing. Risk assessments and safe systems of work are in place to ensure the safety of all staff and children. We use signs and symbols and visual timetables where appropriate. Where specialist equipment is needed, we can access support through the PDSS.

We have adapted our learning environments to include a sensory outdoor area, a community room for nurture and small group support, and a garden. There are areas for children to work that are calm and quiet when needed. We endeavour to ensure that our classroom and school environments are calming, comfortable, promote wellbeing and stimulate learning.



Inclusivity in activities

When outdoor activities are undertaken, whether in school, or part of a school trip, we believe all children have the right to be included. If required, specific risk assessments are carried out and available. Additional support may be required as well as discussions with parents/carers of children with SEN to ensure their views are considered.



Supporting emotional and social development

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos and a graduated response to SEMH needs. Regular PSHE (Personal, social, health and economic) lessons are planned into our curriculum. These provide children with the opportunity to discuss issues such as positive relationships, self-esteem, teamwork and anti-bullying. We will always talk to parents and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

School Nurse Team

Zones of Regulation

Socially speaking groups

Nurture/wellbeing groups

ELSA (Emotional Literacy Support Assistant)

Drawing and Talking intervention

Referral to the EMET school councillor



Online safety

Our ethos is that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Hollywell Primary & Nursery School will play their part, including working with professionals from other agencies, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate.

Our school therefore, led by senior members of staff/governors, aims to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns we will respond with appropriate action in a timely manner for those children who may need help or be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to taken in conjunction with the Designated Safeguarding Lead. Although any staff can make a referral to children's social care where a child is identified as being in immediate danger there should be no delay in a member of staff reporting the concerns directly to children's social care or the policy as required.

Online safety is taken very seriously. We are aware that some children that have Special Educational Needs may also have increased vulnerability. We plan PSHE scheme of work, which takes this into account within its' planning and aids teachers to support and guide children in making decisions on how to stay safe online.



Sexual violence and harassment

We recognise that children who are abused or who witness violence, sexual violence and harassment may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

The school will endeavour to support the pupil through:

- The content of the curriculum
- A school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- The school behaviour policy and anti-bullying policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- Liaison with other agencies that support the pupil such as Children's Social Care (in line with the Pathway to Provision Version 6, published in March 2017), Behaviour and Attendance Service and Education Psychology Service, use of Complex Case Resolution Meetings and the Early Help Assessment Form (EHAF), etc.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there has been wider safeguarding concerns, their information is transferred to the new school immediately and that the child's social worker is informed
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised



Evaluating Effectiveness

Our SENCO, supported by the Senior Leadership Team and SEN Governor regularly reviews the SEN support that is in place and monitors the progress of children within our school. Through monitoring, observing and assessing a child's needs, the SENCO works together with the staff to put in place appropriate support and provision to meet identified difficulties. We welcome the support of parents at all stages. Individual targets are set when it is felt appropriate and recorded on Pupil Passports.



Handling complaints

The class teacher, who has responsibility in the first instance for a child in their class, is willing to support parents/carers with their concerns and is more than happy to discuss issues and find solutions. After that, the school SENCO can be contacted. Please call into school and ask to make an appointment. Otherwise, parents/carers should follow the school's complaints procedures, set out in the policy available directly from the school. The Head Teacher has ultimate responsibility for progress and the well-being of all pupils.



Spending the budget

As a school we are obligated to put in the first £6000 of SEN funding per pupil. We then receive funding in the form of AFN (additional family needs) and HLN (higher level needs). The SENCO bids for this funding, in most cases, on a yearly cycle. For HLN, the cycle changes and can last for anything up to 3 years. In cases where emergency funding is needed, the SENCO can put in an emergency funding bid.

2023-2024 academic year we were awarded the following funding:

3 Medium (3 terms) = £10,800

3 High AFN bid (3 terms) = £16,200

5 HLN level 1 bid = £60,000

This funding is put directly into staffing, staff training, and specific resourcing providing 1:1 support for our most needy children in receipt of HLN and High AFN. Group support and 1:1 interventions are provided for our Low and Medium AFN children.

In all cases where we are in receipt of funding, the school is putting in more than our £6000 required contribution. This is due to high levels of need across the family of schools.



Local Offer

Our local offer can be found both on our school website at on the Notts Help Yourself website:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page



Named contacts

Name of individual	Email address	Phone number
Sharon Sibley, SENCO and DSL	ssibley@Hollywellprimary.org	0115 9195898
Elizabeth Ellis, Head Teacher, DSL	head@Hollywellprimary.org	0115 9195898
ICDS (Integrated Children's Disability Service)	ICDS.Duty@nottsgov.uk	0115 804 1275



Additional support

Additional support pathways can be found on the Notts Help Yourself website:

http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page