



# SEN Information Report

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## **Our school's approach to supporting pupils with SEND**

As a mainstream school, we are committed to creating an inclusive environment where every pupil feels valued and supported. If a child experiences any barrier to learning, we work proactively to ensure they have meaningful opportunities to participate fully in all aspects of school life.

Our SEND policy sets out a clear graduated approach to support, beginning with high-quality, adaptive teaching and progressing through the identification of needs and targeted intervention using the assess, plan, do, review cycle. Where additional support is required, the SENCo liaises with a range of specialist services, including referrals through Springboard, Family Health Services, and community paediatrics via the Neurodevelopmental Referral Pathway.

At all times, we remain committed to ensuring that any pupil who faces barriers to learning is provided with appropriate support and the best possible opportunities to thrive both academically and socially within our school community.



## **Catering for different kinds of SEND**

### **Social, Emotional and Mental Health**

We support pupils with a wide range of social, emotional and mental health (SEMH) needs, including those related to attachment, ADHD and autism. The emotional wellbeing of our pupils is a key priority, and we actively promote a nurturing and inclusive school community where children feel safe, understood and valued.

Our curriculum incorporates regular PSHE (Personal, Social, Health and Economic) lessons, which provide opportunities for pupils to explore important topics such as positive relationships, self-esteem, resilience and teamwork. We work in close partnership with parents and carers, ensuring open communication where additional support may be needed, whether in the short or longer term.

Targeted support may include individual or small group interventions, delivered by trained staff or in collaboration with external professionals. This may involve support from the School Nurse, Zones of Regulation, social skills groups, referrals to the SEMH team, or access to therapeutic approaches such as play therapy.

Our approach follows a clear graduated response to SEMH needs, ensuring that support is tailored, responsive and focused on enabling every child to thrive both emotionally and academically.

### Communication and Interaction

We cater for a wide range of communication and interaction needs, including pupils on the autistic spectrum and those with sensory processing difficulties. Our teaching approaches, staffing and learning environment are carefully adapted to support children with communication needs. Our teaching assistants have experience in this area, and teaching staff use adaptive practices to address a range of barriers to learning. All classrooms use visual supports, such as timetables, and additional advice and guidance are sought from external agencies where appropriate.

### Cognition and Learning Needs

We support a wide range of cognition and learning needs across the school. This includes pupils identified as at risk of dyslexia and dyscalculia, as well as those with mild to moderate learning difficulties or global developmental delay.

Our staff use adaptive approaches to meet individual learning needs, and we maintain strong working relationships with external services to provide appropriate support and guidance for identified pupils.

### Sensory and/or physical needs

Our teaching approaches, staffing and learning environment have been carefully adapted to promote accessibility and inclusion, including the provision of quiet spaces for sensory regulation. Staff are trained in supporting sensory needs and delivering appropriate provision.

The school building is fully accessible on one level, with wheelchair access throughout. We also provide a disabled toilet with sufficient space for a changing plinth. Staff are trained in personal care and safe handling procedures to ensure that pupils' physical needs are met with dignity and care.



## Key staff and expertise

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

|              |                                                                                                                                                                                                                                                                            |    |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|              | SALT assessment in EYFS<br>EYFS assessment<br>English and Maths interventions<br>Sensory profiling and provision<br>Outdoor learning<br>Acquired Brain Injury                                                                                                              |    |
| Sarah Sharpe | EYFS<br>KS1<br>Phonics (Little Wandle)<br>B squared<br>Hearing impaired/ visual cues<br>Behaviour<br>Boxall profiling<br>Ks1 English and Maths interventions                                                                                                               | TA |
| Lisa Lamb    | Personal care<br>Bsquared assessments – linked English and maths interventions and targets<br>Speech and Language<br>Phonics<br>Sensory provision<br>Autistic Spectrum Condition<br>Lego Therapy<br>Attention Bucket                                                       | TA |
| Jaime Till   | Personal care<br>Bsquared assessments – linked English and maths interventions and targets<br>Speech and Language<br>Phonics<br>Sensory provision<br>Autistic Spectrum Condition<br>Paediatric first aid<br>Little Wandle phonics<br>Circle of Friends<br>Attention Bucket | TA |
| Tim Marsden  | TEAM Teach Trainer<br>Phonics<br>Autistic Spectrum Condition                                                                                                                                                                                                               | TA |

|                  |                                                                                                                 |                         |
|------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------|
|                  | BSquared assessments<br>Boxall Profiling<br>Fun Fit                                                             |                         |
| Lisa Scott       | Basic Makaton signs<br>Sensory provision<br>Personal care<br>First aid                                          | Personal care assistant |
| Laura Ironmonger | Personal care<br>Autistic Spectrum Disorder<br>BSquared Assessments<br>Phonics<br>First aid                     | Personal care assistant |
| Chloe Quinn      | Basic Makaton signs<br>Little Wandle Phonics<br>SNIP<br>Sensory provision<br>SEMH<br>Personal care<br>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, this is timetabled according to need and their specific targets.

Most TA support timetabled in school is to meet SEN needs.

## **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 SEMH needs, or an indicator 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 Pupil Passport, and where needs are high and the child receives funding, a provision plan, detailing support in place to meet the targets.

In the Autumn, Spring and Summer terms we hold Parents Evenings to discuss how children are doing. In the Summer term all children will receive their class teacher reports and the opportunity for a parents consultation in addition to their Pupil Passport review meeting. 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 and a collaborative approach is taken.



## Consulting with pupils and parents

### Pupils

Pupil voice is central to our inclusive practice, and all children are given regular opportunities to share their views about their learning and wellbeing. Pupils with SEN are consulted both informally during lessons, supported activities, or at times when they wish to speak with a trusted member of staff, and more formally during review meetings and when updating their Pupil Passports.

They are encouraged to reflect on their progress and to discuss any barriers to learning they may experience. Pupils are supported to identify strategies, resources and approaches that help them to learn effectively and feel confident within the school environment.

### Parents:

In line with the SEND Code of Practice (2014), and subsequent updates emphasising early identification, inclusive practice and strong parent and pupil participation, we place the child and their family at the centre of our approach. We gather information from parents/carers, previous settings and relevant professionals prior to entry to ensure a well-informed start.

High-quality teaching and adaptive practice remain our first response to supporting all learners. We follow the graduated response—assess, plan, do, review—to identify, monitor and respond effectively to pupils' needs. This ensures that support is targeted, evidence-based and regularly evaluated.

The SENCo, supported by senior leaders and the governing body, coordinates provision and works closely with families, staff and external agencies. Progress is carefully tracked, with timely interventions implemented where needed. Parents are encouraged to share concerns promptly so that appropriate support can be put in place without delay.



## 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 Referral Pathway
- Social services
- Children's centres
- Healthy families team
- 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, classroom teaching is carefully adapted to meet the needs of all learners through a consistent adaptive teaching approach. High-quality teaching is the first and most important step in supporting pupils with SEND. Teachers plan and deliver lessons that provide appropriate levels of support and challenge, using strategies such as scaffolding, modelling, worked examples and flexible grouping, in line with current evidence from the Education Endowment Foundation (EEF). Ongoing assessment and responsive teaching ensure that learning is adjusted to meet pupils' needs, including the use of practical resources, visual supports and explicit instruction.

We promote independence for all pupils; however, where specific gaps in learning are identified, additional small group or targeted support may be provided by the class teacher or a trained teaching assistant. In some cases, pupils may require more frequent or individualised support, including 1:1 provision, to enable full access to the curriculum.

Where appropriate, we work closely with external professionals, including Local Authority services, health practitioners and speech and language therapists. Parents and carers are always consulted prior to any external involvement.

We offer a broad, creative and stimulating curriculum that is accessible to all learners. The learning environment is designed to support engagement and inclusion across all year groups. Where necessary, reasonable adjustments and personalised adaptations are made, and staff access ongoing professional development to ensure the effective implementation of evidence-based strategies to support pupils with SEND.



## 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**

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.

### **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, an inclusion base 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

Conflict resolution groups

ELSA (Emotional Literacy Support Assistant)

Drawing and Talking intervention

Referral to the EMET school councillor



## Online safety

Our ethos is that effective safeguarding is achieved by placing the child at the centre of all practice, ensuring that their voice is heard and acted upon. Every member of staff at Hollywell Primary School plays a vital role in safeguarding, working collaboratively with families and external agencies to support our most vulnerable pupils. We provide a safe, inclusive environment underpinned by a vigilant safeguarding culture, led by senior leaders and governors.

Safeguarding is embedded across the curriculum, and pupils are taught about risk, personal safety and healthy relationships in an age-appropriate way. Staff are trained to identify and respond to concerns promptly, following statutory guidance such as *Keeping Children Safe in Education*. Any concerns are shared with the Designated Safeguarding Lead (DSL), who ensures appropriate and timely action is taken. Where a child may be at immediate risk of harm, staff will make a direct referral to children's social care without delay, in line with safeguarding procedures.

Online safety is a key priority, particularly for pupils with SEND, who may be more vulnerable to online risks. Through our PSHE curriculum and wider safeguarding work, pupils are explicitly taught how to stay safe online, including managing relationships, recognising risks and knowing how to seek help. Staff adapt teaching approaches to ensure content is accessible and relevant, using visual supports, repetition and structured guidance where appropriate. Filtering and monitoring systems are in place, and staff receive regular training to respond effectively to emerging online safety concerns, ensuring all pupils are supported to navigate the digital world safely and confidently.



## Sexual violence and harassment

We recognise that children who experience abuse, neglect, or who witness violence, including sexual violence and harassment, may find it difficult to develop a positive sense of self-worth. They may feel fear, helplessness, humiliation or self-blame. In line with current statutory guidance, such as *Keeping Children Safe in Education* and *Working Together to Safeguard Children (2023)*, we understand that school may represent a key source of stability, security and predictability in their lives.

We are aware that these experiences may impact behaviour, with some children displaying challenging or defiant behaviours, while others may become withdrawn. We also recognise that children with special educational needs and/or disabilities (SEND) may be more vulnerable to safeguarding risks and may face additional barriers to communication.

The school seeks to support pupils through:

- A broad and inclusive curriculum that promotes safeguarding awareness, emotional wellbeing and resilience
- A positive, supportive and secure school ethos where all pupils feel valued and listened to
- Clear behaviour and anti-bullying policies that promote understanding, consistency and appropriate support for vulnerable pupils
- Strong multi-agency working, including liaison with Children's Social Care, Early Help services, Educational Psychology and other relevant professionals, in line with current local safeguarding procedures
- Timely information sharing when pupils move settings, particularly where there are child protection or safeguarding concerns, ensuring continuity of support

Staff are trained to recognise signs of vulnerability, respond sensitively and follow safeguarding procedures rigorously. We ensure that all children understand that they are not to blame for any harm they have experienced and that they are supported to feel safe, respected and able to achieve their full potential.



## **Evaluating Effectiveness**

The SENCo, supported by the Senior Leadership Team and the SEN Governor, regularly reviews SEN provision and monitors the progress of pupils across the school. Through ongoing assessment, observation and monitoring, the SENCo works collaboratively with staff to identify needs and implement appropriate support and targeted interventions. Provision is adapted in response to pupils' progress and emerging needs. Parents and carers are actively encouraged to contribute at all stages of the process. Where appropriate, individual targets are set, reviewed regularly and recorded within Pupil Passports to ensure a clear, consistent and personalised approach to supporting each child's development.



## **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.

2025-2026 academic year we were awarded the following funding:

1 Medium AFN = £4,000

1 High AFN = £6,000

7 HLN level 1 bid = £98,000

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:

[Nottinghamshire's SEND Local Offer | Nottinghamshire County Council](#)



## 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@nottsccl.gov.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](http://nottinghamshire.familyservicedirectory.org.uk/kb5/nottinghamshire/fsd/local_offer.page)