

SEN Information Report

Holbrook Primary



We are a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This report gives you information regarding the ways in which we ensure we support all our pupils with Special Educational Needs and Disability (SEND), in order that they can realise their full potential. Provision may change and develop over time.



What kinds of SEND do children have in your school?

We are a mainstream primary school and the majority of our pupils are expected to reach the learning goals for their age. A small number of our pupils do have special educational needs and disabilities. Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Typically, children with SEND in our school have difficulties with communication and language, learning generally, social or emotional development, and sensory or physical difficulties.

Where can I find information about the school SEN Policy?

Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND. If you would like to discuss our SEND provision or find out more, please contact our SENCo.

- SENCO- Mrs Denne
- Inclusion Lead- Mrs Kelsall

These members of staff are in school everyday, should you wish to contact them regarding your child. Please phone the office on 02476688947 or email senco@holbrook.coventry.sch.uk

How do you know if a pupil has SEND and how will they be supported?

Both parents and teachers can raise a concern with the SENCO in regard to a child having special educational needs.




Teachers will then need to put in place school led interventions to support the child with their learning.



Once this support has been put in place, outside agencies may become involved to help identify the needs of your child.



Both parents and teachers, will receive a copy of the report and further strategies may be implemented to support your child.



Progress will be measured and reviewed at least 3 times a year, by both parents and teachers.

As a school we support all SEN pupils, in the following areas of need.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical needs.

The range of agencies and support services school works with include, but are not limited to:

- Social, emotional ,mental health and learning – SEMH&L- Beth Murray
- Speech and Language – Rosie Hogan
- Educational Psychologist – Priya Parekh
- Complex Communication – Lucy Payter

We may refer your child to other agencies as appropriate, with your consent.

How are the adults in school helped to work with children with SEND and what training have they had?

- The school has a school development plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, etc.
- Whole staff training to share knowledge, strategies and experience, & ensure consistency of the school's approach for children with an SEND.
- Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g .from SEMH&L, or medical /health training.
- Inclusion Leader and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate.

How do your teachers help pupils SEND?

- The teacher will have the highest possible expectations for your child and all pupils in the class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Your child's teacher will put in place different ways of teaching so that your child is fully involved in learning in class.
- This may involve things like using more practical learning or providing different resources adapted for your child.
- Your child's teacher may put in place specific strategies (which may be suggested by the SENCo or staff from outside agencies) to enable your child to access learning.
- Your child's teacher will carefully monitor progress.
- There is more information about the school curriculum on our website at <http://www.holbrookprimary.com/index.htm>
- The following pages outline some of the possible support or interventions used to support your child, and possible adaptations to the curriculum and the learning environment.

All children at Holbrook Primary School

Cognition and Learning	Communication and Language	Physical and Sensory	Social, Emotional and Mental Health.
<ul style="list-style-type: none"> • Quality first Teaching: • Differentiation to meet pupil individual needs. • Prior learning history to facilitate next steps to learning. • Additional processing time • Pre-warning of questions • Pre-teaching and pre-exposure • Additional retrieval practice • Bespoke spelling mats • Bespoke concrete resources • Visual task timelines/ visual task slicing • Now and next boards • Bespoke sentence starters and writing frames • Additional modelling • Voice recording devices • Additional small step worked examples leading to handover • Peer study buddies 	<ul style="list-style-type: none"> • Structured school rules and routines. • Visual timetables • Learning mentor support • Pre-teaching of vocabulary • Bespoke spelling mats • Sentence starters • Additional visual cues • Additional natural gesture/Makaton signing • Personalised vocabulary banks/subject specific vocabulary • Additional processing time • Personalised, chunked instructions • Sequencing support • Talk frames • Reduced language levels • Communication key rings 	<ul style="list-style-type: none"> • Quality First Teaching- making flexible teaching arrangements. • Staff aware of implications of physical impairment • Access to learning aids- Pencil grips, use of I pads • Classroom layout is thought about • Multisensory approach to learning • Outdoor equipment for developing gross motor skills. • Pencil grips • Writing slope • Seating wedge/Wobble cushion • Low arousal spaces • Weighted blankets/neck cushions/pillows • Chewllery • Personalised sensory diets 	<ul style="list-style-type: none"> • Caring and supportive staff. • Whole school behaviour policy • BEST points • Weekly PSHE lessons • Circle time to discuss social and behavioural issues as they arise in class. • Team Teach • Learning Mentors. • Personalised zones of regulation • Sensory diet • Personalised safe spaces • Additional personal 'check ins' • Low arousal spaces

Children on the SEND register- In school support

Cognition and Learning	Communication and Language	Physical and Sensory	Social, Emotional and Mental Health.
<ul style="list-style-type: none"> Interventions- Phonics Reading groups Memory magic Active spelling Precision teach Daily reading Small group support for part of the lesson. Use of outside agencies. <ul style="list-style-type: none"> Complex Communication Team <ul style="list-style-type: none"> Social, Emotional, Mental Health and Learning. Educational Phycologist 	<ul style="list-style-type: none"> Interventions- School based identification speech and language Pre-teach Socially speaking EAL Talk boost Wellcomm Use of outside agencies. Complex Communication Team <ul style="list-style-type: none"> Social, Emotional, Mental Health and Learning. Educational Phycologist Speech and Language Service Learning mentor support 	<ul style="list-style-type: none"> In class support for access and safety Sensory resources Hygiene suite Lift access Sensory breaks Sensory circuits Gross motor skills intervention Fine motor skills – specific programmes Handwriting Touch typing skills Use of outside agencies. Hearing and Visual Impairment services Sensory Support Service Occupational therapy 	<ul style="list-style-type: none"> Interventions- Social stories Self esteem work – group based Nurture based social skills Boomerang Lego Therapy Socially speaking Specific SENDCO support for teacher Work stations Learning mentor support Use of outside agencies. Complex communication Team SEMH&L CAHMS (Child and Mental Health service) Educational Psychology service

How will I know that my child is making progress?

We involve you in all decisions and listen to your views.

We involve your child in decisions about their learning.

We ask for your permission to involve other professionals to work with your child. The content of their involvement is confidential and only shared with you and relevant members of staff.

Meetings between parents and class teacher are held termly, during which progress and attainment will be shared.

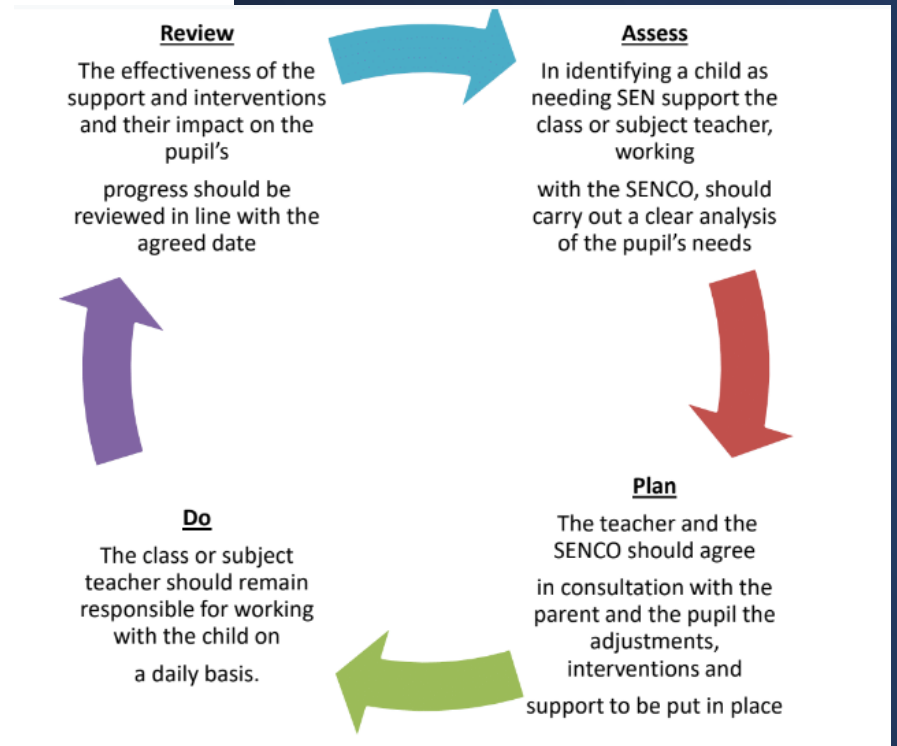
Your child's individual targets will be shared and reviewed with you each term.

During the summer term you will receive a formal end of year report.

How do you check and review the progress of my child and how will I be involved?

There will be at least a termly meeting with parents of SEND pupils. At these meetings progress and targets will be shared and reviewed.

Parents can bring family members or friends to review meetings or contact Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) for advice and support. <http://www.coventry.gov.uk/iass>



How is my child
involved in his
/her own
learning and
decisions made
about his /her
education?

- All children on the SEN register have a support plan written by the teacher in consultation with your child.
- As part of the review process, children are involved in reflecting on their own personal targets and identifying next steps.
- School regularly considers pupil views and uses this to support the children in their learning.

What happens if my child needs specialist equipment or other facilities?

- The Local Authority and/or NHS provide specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist. The school may also provide SEND equipment where appropriate in consultation with specialist agency advice.
- There is disabled access to our school with disabled parking very close to the main doors. The main sliding door is automatically activated as you approach and all areas of the school corridors and classrooms are wide enough to allow wheelchairs to safely use the space.
- We have a 1st floor which can be accessed by means of a passenger lift. Children are accompanied by a member of school staff when using the lift. We write Personal Emergency Evacuation Plans (PEEPs) to ensure that in an emergency children are evacuated safely
- We have a hygiene suite where personal care needs can be met.

How does our school adapt the curriculum and learning environment for children with SEN?

- Offer an adapted curriculum where appropriate to enable all pupils to receive a broad, balanced curriculum.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources promote and celebrate the diversity which exists within our classrooms and our schools' community.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.
- All children have equal access to our curriculum enhancements including visits out of school and extra curricular activities.

Our school is safe and welcoming to the whole community and more information can be found in our Equality Policy and accessibility plan.

What social, before and after school and other activities are available for pupils with SEND? How can my child and I find out about these activities?



Our school has a range of extra-curricular activities available to all children, details of which are sent home throughout the year.

How do we support children with SEMH needs?



Mental Health First Aider-
Mr Craker



Nurture room



Boomerang



Mental Health Ambassadors



Staff members assigned to
promoting wellbeing in
school- Mrs Hemmingway
and Mrs Fernando.

How do we support children struggling with attendance?

Children struggling with attendance will be supported by the pastoral and attendance team who will meet with children and families to identify any barriers to attending school regularly and how these can be overcome.

If you have concerns related to attendance and SEN please arrange a meeting with Mrs Denne