



# **HOLMLEIGH PRIMARY SCHOOL**

## **SEND INFORMATION REPORT**

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**The Governor with responsibility for SEN:** Karima Larosi-Singh

**This report is reviewed annually.**

**Review date:** September 2024

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. This is to show you how SEND support works in our school. At Holmleigh, our goal is to remove barriers to learning so that all children can achieve their full potential. We fully endorse the SEND Code of Practice (2014) core principles:

*All children and young people are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training*

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website [www.holmleigh.hackney.sch.uk](http://www.holmleigh.hackney.sch.uk)

### **Our school provides for pupils with the following needs:**

<b>AREA OF NEED</b>	<b>CONDITION</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
	Developmental Language Disorder (DLD)
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

### **How does Holmleigh Primary School know if my child needs extra help?**

We know your child needs help if:

- concerns are raised by parents/carers, teachers, or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress
- information is received from the previous setting as part of the transition process
- Information discussed during pupil progress meetings

### **What should I do if I think my child may have special educational needs?**

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. Parents should discuss concerns with the child's class teacher in the first instance. Teachers may be able to put additional support in place within the classroom and monitor your child closely for a period which then may lead to a meeting with the class teacher and special educational needs Coordinator (SENDCo) and, of course, yourself to discuss the next steps.

### **How will I know how Holmleigh Primary School supports my child?**

- The class teacher is responsible for the day-to-day teaching of pupils, including pupils with SEND; therefore, they will plan and prepare the lessons for all pupils - making adaptations where necessary. Teachers will ensure that they adapt their teaching and scaffold learning to support all pupils while ensuring that they still get a level of challenge that is appropriate. Support may include additional teacher or staff support in class.
- If a pupil has ongoing needs related to more specific areas of their education, such as spelling, handwriting, numeracy, literacy skills, etc., then the pupil will be placed in a small focus group for targeted support. The class teacher or a support staff member will deliver this intervention. The length of time for the intervention will vary according to need. All involved will regularly review the interventions to ascertain the provision's effectiveness and impact and inform future planning. The impact of these interventions will be assessed and discussed at the termly Pupil Progress Meetings and SEND Review meetings.
- Pupil Progress and SEND Review meetings are held each term. In these meetings, the class teacher meets with the SENDCo and members of the Senior Leadership Team, including the Head Teacher, to discuss the progress of all pupils in their class. This shared discussion highlights potential areas of need for further interventions to be planned.
- Occasionally, a pupil may need more specialist support from outside of school, such as the Educational Psychology Services; Speech and Language Therapy services or Occupational Health service. Where this is the case, a referral will be made with your consent and forwarded to the most appropriate agency. If appropriate, a pupil will undergo a number of assessments, and support is usually provided to the school and parents/carers.
- The Governors at Holmleigh Primary School are responsible for entrusting named persons, Margaret Boateng, who is responsible for monitoring Safeguarding and child protection procedures.

## **How will the curriculum be matched to meet my child's needs?**

Our universal provision includes high-quality classroom teaching for all pupils and adapted plans and resources for individual pupils who may have special needs. For example, a child can record information in different ways, such as using an iPad or laptop. This type of teaching is known as adaptive teaching and will enable your child to access a broad, balanced, and relevant curriculum. You can find out more about adaptive teaching in the school's Teaching & Learning Policy.

If your child is not making the expected progress and has specific gaps in their understanding, they may work within a smaller group of children or 1:1 for short specific interventions, with a member of support staff.

These groups, also called intervention groups, may be run:

- in the classroom or outside the classroom;
- by a teacher or an Education Support Assistant who has been trained to run these groups;
- by a specialist from outside the school, such as a speech and language therapist.

Further specific support may also be provided through an Education, Health, and Care Plan (EHCP). This means the class teacher, SENDCo, and/or external professional will have identified your child as needing individual or small group teaching, which cannot be provided from the SEND budget available to the school.

- If a child has been identified as having a special educational need, they will be included on a SEND register and targets will be set accordingly for their area of need. These will be monitored by the class teacher termly and by the SENDCo at least three times a year.
- If appropriate, specialist equipment such as writing slopes, concentration cushions, pen/pencil grips, typing software, a quiet work area, and noise-cancelling headphones may be provided.

When teachers have a concern they will assess the child, plan next steps, action the plans then review the impact of adaptations, support or interventions. This cycle is known as the graduated response.

### **How will I know how my child is doing?**

- If a child is identified as needing a School Support Plan to support their education, parents will be involved in helping the school create this and then in reviewing targets at regular intervals, usually three times a year or more if needed.
- In addition to these, you will be able to discuss your child's progress at the beginning of the year on Target Setting Evening at Parent's Open Evening and at the end of the year.
- Your child's class teacher will also be available at the end of each day if you wish to raise a concern.
- Appointments can be made with the class teacher and/or the SENDCo if further discussion is required.

### **How will you help me to support my child's learning?**

- The class teacher may suggest strategies for how to support your child.
- The SENCo may meet with you to discuss how to support your child with strategies at home.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.
- School Support Plans include strategies to help meet each target. These can be discussed with the class teacher.

### **What support will there be for my child's overall well-being?**

We are an inclusive school. We welcome and celebrate diversity. All staff believe that children's self-esteem is crucial to their emotional well-being and academic progress. We have a caring, understanding team who look after all our children. The school staff draws on their expertise in providing pupils with pastoral support for pupils who have emotional difficulties; these include:

- All members of staff are readily available for pupils who wish to discuss issues and concerns.
- Clubs and positions of responsibility are available/created for those who find break-times challenging.
- The playgrounds are divided into zones to create quiet areas during break times.
- Each class holds weekly 'Circle Time' activities that address specific concerns and worries relevant to the class.
- Each morning, all pupils check in with staff about how they are feeling through the use of emotion fans.
- The school has a system of sanctions and rewards for behaviour management for all children. Additional behaviour management plans or risk assessments may be used, where needed, to support individual children who are experiencing particular difficulties. The school also participates in Anti-Bullying Week and Safer Internet Day events.
- The school operates a team point system.
- Staff and pupils are familiar with the Zones of Regulation strategy and staff use this to co-regulate with pupils.

### **Pupils with medical needs**

- If a pupil has a medical need, then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed and shared with all staff supporting the pupil.
- Staff is regularly trained to use the EpiPen and insulin injections and administer Asthma Pumps.
- Pupils with medical needs are placed on the medical needs register.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medical request form is in place to ensure the safety of both the child and the staff member.

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

These services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services including its Early Help.
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- School Doctor
- Inclusion Team
- Young Hackney – pastoral and behaviour support
- WHAMS
- St Joseph's Hospice Bereavement Services

### **What training have the staff supporting children with SEND completed or are currently completing?**

Based on the needs of the pupils within school, in-school and external training is provided.

- Emotion Coaching
- Circle of Friends
- Supporting children with speech and language difficulties through evidence based interventions
- Supporting children on the autistic spectrum
- Supporting children with behavioral, social and emotional needs
- Supporting children in literacy and numeracy
- Understanding and supporting children with DLD

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- Risk assessments are carried out for school visits, including residential trips, and reasonable adjustments will be made where required. Where needed, the risk assessment would include a meeting with parents/carers as well as taking into account any medical advice. The destination of these trips will be considered when assessing the needs of all children.
- If necessary, a parent or carer may be asked to accompany a child during the activity depending on the level of the 1:1 support required.
- After-school and holiday clubs are available to all pupils. Vulnerable pupils are given priority, and adjustments will be made to support their participation.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Outside ramp to access all school buildings
- Disabled toilet that is large enough to facilitate changing.
- Visual timetables are used in all classrooms.
- Transport can be organised to and from school by the Hackney Education via the following details: Phone 0208 7000, option 4 then option 1, email [transport@hackney.gov.uk](mailto:transport@hackney.gov.uk). For more information: [Hackney SEND Travel Assistance Service | Hackney Local Offer](#)

### **How will the school prepare my child when joining Holmleigh Primary School or transferring to a new school?**

Transition is a time of change and can be a source of both excitement and anxiety for children and parents. Throughout the transition process, young children need to feel secure and confident that their needs, wants, likes, and dislikes will be understood. Therefore, we recognise that transitions for a child with SEND can be more complex, and additional steps may be needed to ensure this experience is as smooth as possible. Where necessary, a staggered transition that meets the child's needs will be put in place with parents/carers.



**If your child is moving to another school:**

- We will contact the school SENCo and ensure they know about any special arrangements or support that need to be made before your child transfers to their new school.
- We will make sure that all records about your child are passed on as soon as possible.
- We will hold a transfer meeting with the SENCo / Inclusion Manager of the setting your child is moving to
- We will arrange visit(s) to the school with a staff member if needed.
- We will provide six weeks of secondary school transition sessions delivered by a trained staff member, SENDCo or SaLT.
- If your child is transferring to a special school, we will work with the school's transfer and settling-in plan to ensure a smooth transition.

**When moving classes in school:**

Information will be passed on to the new class teacher, and in most cases, a planning meeting will take place with the new teacher to discuss your child's strengths and differences and the strategies that have been successful. Parents/carers will be part of this meeting. Documents that map out the child's needs and provisions, such as the One Page Profile, most recent SSP, and where relevant EHCP and professional reports, will be shared with the new teacher.

**Starting Reception Class:**

- There are induction events during the summer term for all children joining the Foundation Stage in September.
- The reception class teacher/staff will arrange individual home visits for new pupils joining Holmleigh Primary School.
- The SENDCo may arrange additional visits for children identified as having SEND, and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Early Years Teaching and Support Service.
- Where necessary, a staggering settling-in timetable that is additional to the transition process for new pupils will be put in place with parents/carers.

**In Year 6:**

Students with SEN are allocated places in two separate and distinct ways:

Pupils with EHCPs have a separate admissions procedure overseen by Hackney Education's SEND team. The deadline for submitting secondary school preferences for pupils with ECHP is different (it tends to be the first week in October). A meeting with the SENDCo and yourself and the pupil will be held to discuss options. A visit for you and your child to the prospective school/s before applying can be arranged too. You can also look at the 'School Offer' of these schools to help you with your choices. Once parents/carers/pupil makes their school choices, secondary schools are asked if they could meet your child's needs based on their EHCP. This is called consultation.

**Pupils with EHCP will have the following transition process in place:**

- The Year 6 teacher and/or SENDCo will discuss your child's specific needs with the SENDCo/Inclusion Manager of their secondary school.
- The new schools are invited to attend any reviews we hold before your child transfers to them.
- Your child will participate in focused learning about aspects of the transition to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.
- Preparation to transition to secondary school will take place in the summer term. In addition to the whole class session, pupils with EHCPs will receive small group input by SaLT, SENDCo, or ESAs.

In addition to the above, a range of strategies accessible at your child's stage of development, e.g., a social story, will be made for them to support them during this important transition of their life.

Pupils who have SEND but **do not have an EHCP** apply and are admitted to secondary school via the usual school admissions criteria. However, you might still want to discuss your choices and the school SENDCo will be able to assist you with this too.

#### **How are the school's resources allocated and matched to the pupil's special educational needs?**

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at a provision map review or if a concern has been raised at another point during the term.
- Resources may include the deployment of staff depending on individual circumstances.

#### **How is the decision made about how much support my child will receive?**

- These decisions are made in consultation with parents/carers, class teacher, SENDCo and Senior Leadership Team.
- Decisions are based upon the termly tracking of pupil progress and as a result of assessments by outside agencies.

#### **How will I be involved in discussions about and planning my child's education?**

All parents are encouraged to contribute to their child's education; this may be through:

- Discussions with class teacher
- Discussions and SEND review meetings with SENDCo, Senior Leadership Team or other professionals
- Annual Review meetings
- Parents evenings

## **How are parents and carers involved in the school? How can I be involved?**

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- The school website: [www.holmleigh.hackney.sch.uk](http://www.holmleigh.hackney.sch.uk)
- Newsletter or emails informing parents of dates, events and items of school news
- A school text messaging service
- Class noticeboard for parents
- Parents/Carers Open evening in September of each year.
- Friends of Holmleigh parent's group helps organise and run fundraising events throughout the year to raise money for additional resources.
- School's Twitter account
- Becoming a volunteer reader – this is subject to DBS checks.
- SEND Coffee mornings

## **Who can I contact for further information?**

The class teacher is the first point of contact but parents are also welcome to contact the SENCo directly about any concerns. Other than daily routines and arrangement, any important information should be shared with the class teacher.

### **Useful contact details:**

Head Teacher: Ms Boateng [MBoateng@holmleigh.hackney.sch.uk](mailto:MBoateng@holmleigh.hackney.sch.uk)

SENDCo: Mrs Gillian Jetto [senco@holmleigh.sch.uk](mailto:senco@holmleigh.sch.uk)

School Office: Ms Jane Poole [Admin@holmleigh.hackney.sch.uk](mailto:Admin@holmleigh.hackney.sch.uk)

Tel: **0208 8027420**

If you are considering applying for a place at Holmleigh Primary School and your child has special educational needs then the first action to take is to telephone the school and arrange an initial visit with the Head Teacher or SENCO. We will be happy to meet with you.

### **Other services that may help you if you are applying for a school place are:**

[Admissions and transfers | Hackney Education](#)

[Hackney Local Offer](#) - *An important resource for parents in understanding the range of services and provision in the local area.*

*You can also receive support and advice about any concerns by getting in touch with Hackney SENDIAGS (Special Educational Needs and Disability Information Advice and Guidance).*

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

**An invite for feedback**

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email: [senco@holmleigh.sch.uk](mailto:senco@holmleigh.sch.uk)

