



SPECIAL EDUCATIONAL NEEDS AND DISABILITY

THE SCHOOL LOCAL OFFER

The Special Needs Coordinator: Gillian Jetto

The Inclusion Manager: Gillian Jetto

The Governor with responsibility for SEN: Karima Larosi-Singh

APPROVED BY: Governing Body
NEXT REVIEW: September 2025

Our SEND Vision

At Holmleigh Primary School we are proud of our diversity. We place a great emphasis on our unique and varied community of learners. Everyone, regardless of faith, ability, gender, ethnicity, background or circumstance is valued and nurtured and is expected to become an independent learner and fulfil their potential through high attainment and achievement.

It is our intention that children with special educational needs and/or disabilities (SEND) are supported to achieve their full potential through access to quality first teaching and appropriately differentiated learning activities and approaches.

School Offer

What kinds of Special Educational Needs are provided for at Holmleigh Primary School?

There are 4 categories of SEND that we strive to cater for.

They are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Needs
- Physical and/or Sensory Needs

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, support staff or the child
- limited progress is being made
- there is a significant change in the pupil's behaviour or progress

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. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and special educational needs co-ordinator (SENCo) to discuss next steps. The identification of special educational needs (SEN) may also arise as part of our usual practice of teachers meeting with Headteacher, senior leaders, including the SENCo, on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings.

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

Each pupil's education programme will be planned by the class teacher. Activities will be pitched to meet different learning styles and levels of attainment and at times children may work in smaller groups with a teacher or a member of support staff.

Teacher Planned Intervention Groups

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy and literacy skills etc. then the pupil will be placed in a small focus group. This intervention will be run by the class teacher or a member of support staff. The length of time for the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness and impact of the provision and to inform future planning. The impact of these interventions will be assessed and discussed at the termly Pupil Progress Meeting.

Assessing Progress and Future Planning

Pupil Progress and Provision Map Review Meetings are held each term. In these meetings the class teacher meets with the SENCo and members of the Senior Leadership Team including the Headteacher to discuss the progress of all pupils in their class. This shared discussion highlights potential problems in order for further interventions to be planned.

Occasionally, a pupil may need an additional assessment from outside of school such as Educational Psychology or Speech and Language Therapy. Where this is the case, a referral will be made, with parental consent, and forwarded to the most appropriate support agency. If appropriate, the pupil will undergo an assessment and support is usually provided to the school and parents/carers.

Holmleigh Primary School also works closely with Wellbeing and Mental Health Services (WAMHS) who provide a CAMHS Worker In School (CWIS). This psychologist works closely with the school SENCo. Their role includes delivering workshops to support parents, supporting teaching staff and support staff and working with the SENCo to undertake observations and follow-ups with referrals made to CAMHS.

The Governors at Holmleigh Primary School are responsible for entrusting named persons, Margaret Boateng and Charlotte Gaylor who are responsible for monitoring Safeguarding and Child protection procedures.

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

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to 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.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.

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

- in the classroom or outside;
- by a teacher or a teaching 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 and SENCo will have identified your child as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. This information will be shared with parents/carers.

- If a child has been identified as having a special educational need, they will be included on a Provision Map. Targets will be set accordingly to their area of need. These will be monitored by the class teacher termly and by the SENCo at least three times a year.
- If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips, typing software, quiet work area etc.

How will I know how my child is doing?

- If a child is identified as needing a School Support Plan to support their education then parents will be involved in helping the school to 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 Parents' Evening and the end of year report detailing progress and areas for development.
- Annual review meetings for children with Education, Health and Care Plans (EHCP).
- Your child's class teacher will 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 SENCo if further discussion is required.

How will my child be included in school life?

We aim to have children with SEND educated with their peers as much as possible.

We make adaptations where possible to ensure there is equal access to afterschool clubs and extracurricular activities. Activities and school trips are available to all. Where appropriate, risk assessments are carried out and procedures are put in place to enable all children to participate.

How will my child be included in discussions relating to their learning?

- Teachers are expected to continually discuss their targets with their pupils.
- As appropriate, children with SEND are invited to their SSP meetings.
- You will be able to speak for your child if they are unable to.
- 'Pupil Voice' (a child's views) is included in annual review meetings where appropriate.

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

- The class teacher may suggest strategies of how to support your child.
- If appropriate, additional work from class may be sent home to help consolidate learning.
- 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.

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 high self-esteem is crucial to their emotional well-being and academic progress. We have a caring and understanding team who look after all our children. The school staff draws on their expertise in providing 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.
- All classes use the Emotions Fans to check in at the start and at the end of the day.
- 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.
- The school delivers a Personal, Social and Health Education Curriculum and personal, social and emotional development is a prime area of the early years curriculum.
- We have a great support from our WAMHS team, who fortnightly support the school with well-being and mental health.
- The school has a system of rewards and consequences for behaviour management for all children to support pupils to understand and take responsibility for their own behaviour. 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 events such as Anti-Bullying Week, Safer Internet Day, Mental Health Week and the NSPCC's Speak Out Stay Safe.
- The school operates a team point system where children work together collaboratively to earn points for their teams.

Pupils with medical needs

- If a pupil has a medical need, then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.
- Members of staff are trained to use the epipen and insulin injections.
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent 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
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- WAMHS (Wellbeing and Mental Health Services)
- Social Services
- Occupational Therapy

- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- School Nurse
- Young Hackney – pastoral, behaviour support

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

We have a rolling programme of training and support for staff based on the needs of the pupils within school. Staff are sent on more individualized training if they are supporting a pupil with a more specific need.

Medical training to support pupils with medical care plans is organised as needed and reviewed yearly.

Different members of staff have received training related to SEND, these have included:

- Supporting children with speech and language difficulties
- Supporting children on the autistic spectrum
- Supporting children with behavioural, social and emotional needs
- Supporting children in literacy and numeracy
- Attachment and Trauma - thinking about behaviour through a trauma-informed approach
- Emotional Literacy and Zones of Regulation
- Makaton

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

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 account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children. Activities and school trips are available to all.

- If it is felt necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support.
- After school 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
- Please see the school's accessibility policy available on the school website

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- 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 onto.
- We will arrange visit(s) to the school with member of staff, if needed.
- We will provide 6 weeks of secondary school transition session delivered by training member of staff, SENCo or SaLT.
- If your child is transferring to a special school, we will work with the school's transfer and settling in plan to make sure a smooth transition is achieved.

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 difficulties and the strategies that have been successful. Provision maps, SSP and EHCP will be shared with the new teacher.

In Reception:

- There are induction events during the summer term for all children who are joining the Foundation Stage in September.
- The reception class teacher/staff will arrange individual home visits for new pupils joining Holmleigh Primary School.
- The SENCo 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.

In Year 6: Students with SEN are allocated places in two separate and distinct ways:

- Those pupils with EHCPs have a separate admissions procedure overseen by Hackney Education's SEND team. These pupils will have an earlier deadline to submit preferences for secondary school. A meeting with SENCo and yourself and the pupil will be held to discuss options. A visit for you and your child to the prospective school/s prior to making this application can be arranged too. Read the Hackney Local Offer website: <https://www.hackneylocaloffer.co.uk> for more information or call 0208 820 7000 Option 4.
- Those pupils who have SEND but do not have an EHCP are admitted via the usual school admissions criteria.
- The Year 6 teacher and/or SENCO will discuss the specific needs of your child with the SENCo/Inclusion Manager of their secondary school.
- The new schools are invited to attend any reviews that we hold before your child transfers to them.
- Your child will take part in focused learning about aspects of 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.

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support their transition, then it will be made for them.

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 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, SENCO and Senior Leadership Team.
- Decisions are based upon the termly tracking of pupil progress and as a result of assessments by outside agencies such as Educational Psychologists, Speech and Language Therapists and Specialist Teachers.

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 with SENCo, 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 at Holmeleigh Primary School to work in close partnership with parents and maintain regular and purposeful communications between school and home. Communication tools include:

- The school website: www.holmeleigh.hackney.sch.uk
- Half termly newsletter informing parents of dates, events and items of school news
- Emails/text messaging
- Parent/Carer noticeboard
- Class noticeboards
- Parents/Carers Open evenings
- Friends Of Holmeleigh (PTA) help to organise and run fundraising events throughout the year to raise money for additional resources.

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:

Headteacher: Miss Margaret Mary Boateng

mboateng@holmleigh.hackney.sch.uk

SENCo: Gillian Jetto

senco@holmleigh.hackney.sch.uk

School Office: Ms Jane Poole

jpoole@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 Headteacher 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:

Access support on all matters SEND from SENDIAGS: <https://hackneysendiags.co.uk>

- Find out about SEND services across education, health and social care are available on Hackney's Local Offer Website: <https://www.hackneylocaloffer.co.uk>
- Read about secondary schools' SEND provision by accessing their SEND Information Reports <https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=603GLfXexkk>
- Read the SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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.