

SEN Information Report for Holt Community Primary School 2024-25

Part of the Local offer for Learners with SEN

Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Holt Community Primary School we are committed to working together with all members of our school and community. We welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Head Teacher - Mr. Walters

Chair of Governors - Mrs Maggie Prior

SEND Governor - Miss Arriarne Ellis

SENCO - Mrs. Longwell

If you have any questions or if you think your child may have Special Educational Needs, please speak to their Class Teacher or contact Mrs. Longwell our SENCO.

Our Approach to Teaching Learners with SEN

At Holt Community Primary School we believe in participation for all pupils enabling them to reach their full potential. They are given an equality of opportunity to develop socially, to learn and to enjoy community life and make a successful transition to secondary education. We aim to create an inclusive culture in our school responding to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in school. For more information on our approach please see our Teaching and Learning policy included on our website.

Our School Improvement Plan is about developing learning for all and detailed planned continued professional development (CPD) for all staff. Our plan can be found on our website.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring

progress includes regular pupil progress meetings and staff engage in coaching and supervisions.

How we identify SEN

At different times in their school career a child or young person may have a special educational need. The SEND Code of Practice 2015 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age: or**
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.**

If a learner is identified as having a SEN, we will provide provision that is *“additional to or different from”* the normal differentiated curriculum, intended to overcome the barrier to their learning. Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Holt Community Primary School we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Following the SEN Code of Practice 2015, Pupils' Special Educational Needs are categorised as follows:

- Cognition & Learning
- Communication & Interaction
- Sensory and/or Physical needs
- Social, Emotional and Mental Health difficulties

Our SEN Profile for 2024/5 shows that 37 children (20%) are identified as having SEN, including children (3%) who have an Educational Health Care Plan (EHCP).

30% of SEN children are identified as having SEN linked to Communication and Interaction

54% linked to Cognition and Learning

11% linked to Social, Emotional and Mental Health

5% linked to Sensory and/or Physical.

Assessing SEN at Holt Community Primary School

Class Teachers, Teaching Assistants, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At school we ensure that assessment of educational needs directly involves the learner, their parents/carers and of course their teacher. We make sure we capture the child's voice by working with them to identify their targets and the progress they are making as well as using the "feelings and wishes" tool. The school also has a worry box the children can use if they feel unable to speak to a teacher directly. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning. We have a range of assessment tools available and an updated tool kit.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described in the Local Offer. You can view details of the Norfolk Local Offer by clicking this link www.schools.norfolk.gov.uk/Pupil-needs/Norfolk-SENCOs/Our-local-offer/index.htm

The agencies used by the school include:

- Educational Psychology and Specialist Support team (EPSS)
- School 2 School Support
- Speech and Language Team (SALT)
- Dyslexia Outreach Team
- Childrens' Services
- Early Help Team
- School Community Team (SCT)
- Supporting Smiles
- CAMHS
- Just One Norfolk (JON)
- Occupational Therapist
- Access Through Technology
- English as an Additional Language (EAL) Advisory service
- Specialist Resource Base (SRB)
- EHCP Co-ordinator
- Virtual School for SEND
- Virtual School Sensory Support
- Young Carers

- Nelsons Journey
- NIDAS
- Pandora
- SCOPE

Pupils are identified as having SEN and their needs assessed through:

Transition information from Nursery or previous schools

Reception Baseline Assessments

Phonics Screening Test

End of Key Stage SATS

NFER tests

New Salford Sentence Reading and Comprehension Test

SALT/ Elklan Speech and Language assessments

Twinkl Phonics assessments

Twinkl Spellings assessments

Catch-up assessments

Coventry Grid

DCD

Strengths and Difficulties Questionnaires

Emotional Literacy Checklist

Concerns raised by parents/carers

Feedback from Teaching staff, other professionals and observations

SENCO Observations

Assessment, Plan, Do, Review cycle has been implemented and no significant improvements have been achieved

Intervention evaluations

What we do to support learners with SEN at Holt Community Primary School

At Holt Community Primary School we are proud of our staff and their continued professional development. Every teacher in our schools adapts the curriculum and their teaching style, in line with current practice, to ensure access to learning for all pupils in the class. The Teacher Standards for 2012 details the expectations on all teachers.

Our teachers use a variety of strategies and interventions to enable access to the curriculum and ensure maximum engagement of pupils. These may include:

- Targeted interventions led by staff in small groups or 1 to 1
- Additional adult support
- Pastoral support by Mental Health Lead
- Visual timetable
- Visual checklists
- First and then boards
- Social stories
- Numicon
- Plus 1
- Power of 2
- Number squares/Maths mats
- NELI
- Catch-up Literacy
- Clicker
- Twinkl phonics intervention
- Writing frames
- Word banks
- Phonics mats
- Precision teaching
- Write from the Start
- Speed up
- TRUGS
- Five Minute Box
- Fine motor skills intervention
- Sensory Circuits
- Individual Workstations
- Personalised equipment - Overlays, tinted exercise books, writing slopes, pencil grips, specialist scissors and cutlery, fidgets, wobble cushions, spelling aids
- iPads, Chrome books and Interactive Whiteboards
- Positive behaviour rewards system
- Positive Behaviour Support Plans
- Practical learning tasks

- Questioning techniques
- Scaffolding learning
- Chunking of work
- Individual whiteboards
- Nurture group activities
- Speech and Language intervention (ELKLAN/Twinkl)
- Emotional Support Assistants
- Promoting Alternative Thinking Strategies (PATHS)
- Access arrangements for tests

The support that is "additional to or different from" the normal differentiated curriculum is described on a provision map, which although does not detail individual learner's names, describes the interventions and actions that we undertake here at school to support the SEN across the year groups. We modify the provision map regularly and it changes every year as our learners and their needs change.

Our Provision Map is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Funding for SEN

Holt Community Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. Schools can request "top-up" funding direct from the Virtual School for Special Educational Needs and Disabilities (VS SEND) for learners who require support that exceeds that available to the school.

How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership at Holt Primary School. Parents/Carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the "Assess, Plan, Do, Review" model and ensure parents/carers and children are involved in each step. Before any additional provision is selected to help a child, the SENCO, Teacher, Parent/Carer and Learner agree what they expect to be different following this intervention.

Children, Parents/Carers, and Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Educational Health and Care Plan (EHCP), the same termly review conversations take place, but will also be formally reviewed annually.

The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work. Intervention data is shared with the Senior Management Team so as we are able to select high quality provision.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. Our school data is also monitored by the local Authority and Ofsted.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Holt Community Primary School we offer a range of additional clubs and activities which will be communicated to parents each term. We also allow the school to be used by outside groups so the community can access different sport and leisure pursuits.

All staff at Holt Community Primary School have training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make "reasonable adjustments".

The Equality Act 2010 definitions of disability is:

"A person has a disability for the purpose of the Act if (S)he has a physical or mental impairment which has a substantial and long-term adverse effect on her/his ability to carry out normal day to day activities."

Section 1(1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation. The school has additional facilities that enable inclusion and these can be found in the Accessibility Plan on the school website.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to our Reception class, a new class in school, having a new teacher, or moving on to another school. Holt Community Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEN. There is a transition process for children starting school in Reception. We work with the nurseries to ensure a smooth transition. We offer sessions in the summer term where children can come into school and get to know the adults that they will be with and to get used to their new environment. We offer home visits so as we can meet you and your child in your own home. We also hold an open evening where you can find out more about the transition process and

discuss any concerns. When children are moving classes they are given an opportunity to spend time with their new teacher in the classroom at the end of the summer term. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. All children spend time in their new school in the summer term of Year 6 and children with SEND will have extra time at their new school to help support them in their transition.

Have your say

Holt Community Primary School is our community school. We can shape and develop provision for all of our learners ensuring achievement for all. This SEN report declares our annual offer to learners with SEN. Co-operation is the key - between teachers, support staff, SENCO, parents/carers, Governors and Headteacher. We all have areas of expertise and we all know that all resources are precious. The most important focus for all is the pupil's learning and well being. If you wish to discuss any concerns at any time please make an appointment to see Mrs. Longwell (SENCO). If you have any complaints please see the school complaints policy on our website.

Useful links

<http://www.holt.norfolk.sch.uk/>

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

www.norfolk.gov.uk/SEND

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

<https://www.norfolksendiass.org.uk/>

<https://family-action.org.uk/>

<http://www.familyvoice.org.uk/>

<https://www.justonenorfolk.nhs.uk/>

<https://www.justonenorfolk.nhs.uk/contact/>

<https://www.nsft.nhs.uk/children-and-young-people/service/child-and-adolescent-mental-health-services-camhs-norfolk-121/>

<https://thismayhelp.me/>

<https://www.youngminds.org.uk/>

<https://www.justonenorfolk.nhs.uk/child-development-additional-needs/behaviour-sleep/norfolk-positive-behaviour-strategies-pbs/>

<https://www.youngminds.org.uk/>

<https://www.nansa.org.uk/>

<https://www.asdhelpinghands.org.uk/>

<http://www.autism-anglia.org.uk/>

<https://www.adhdfoundation.org.uk/>