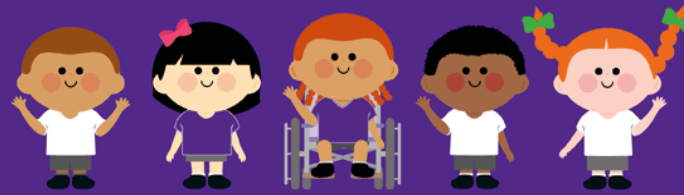




HOLLAND PARK  
PRIMARY SCHOOL



# SEND Information Report

September 2023

## School Ethos for SEND

Holland Park believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

At Holland Park Primary School we believe that every teacher is a teacher of every child including those with SEN. We believe that we are raising the aspirations of and expectations for all pupils with SEN, and providing a focus on outcomes for children and not just hours of provision/support.

## Special Educational Needs and Disabilities



### There are 4 broad areas of SEND

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

### Who should I contact about my child's Additional Needs?

The first point of contact for any concerns should be the class teacher. If concerns continue the teacher may then refer you to the SENCo.

#### SEND/Inclusion Team

	Rachel Waller SENCo and Assistant Head
	Lisa Penn Family Liaison Worker



Angela Hope  
Learning Mentor



Sarah Edwards  
Pupil Behaviour and Wellbeing Lead

The SEN Governor is Sarah Alix who can be contacted through the School office.

Parents can contact or make an appointment to see the SENCo or the Pastoral Team at any convenient time if they have a concern or need advice, but the initial point of contact would be the class teacher.

The SENCo attends multi-agency meetings with parents, if invited by them.

Parents of children who have an EHCP are invited to discuss their child's progress at the annual review.

Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

*□ See Graduated Approach*

**How do the schools know if my child needs extra help?**

A pupil is identified as having special educational needs where their learning or disability calls for special education provision **different to or in addition to** that normally available to pupils of the same age. Indicators include;

- Child is making little or no progress in English or Maths
- Child has persistent emotional and social difficulties
- Child has sensory or physical problems and is making little or no progress despite specialist equipment
- Child is still working at EYFS/ National Curriculum levels well below his or her age group
- Child's behaviour substantially and regularly interferes with his or her learning and that of the class despite an individualised behaviour management programme
- Child has ongoing communication/interaction difficulties which are impeding social relationships and learning.
- The child may have a difficulty which needs further investigation or assessment either through the school or external bodies.
- Concerns raised regarding a child's speech and language development and their ability to communicate effectively

**Applying for an EHCP**

In line with the Code of Practice 2014 section 7.2, the following people can request an EHCP:

- Young person (over the age of 16 or an advocate on their behalf)

	<ul style="list-style-type: none"> <li>● The child's parent</li> <li>● Or person acting on behalf of the school</li> </ul> <p>Section 7.1 states that the Local Authority <b>must</b> conduct an assessment and prepare an EHC plan if:</p> <ul style="list-style-type: none"> <li>● SEN provision cannot be provided from within the resources normally available to mainstream, Early Years providers and schools.</li> <li>● This should not be the first step in the process; rather it should follow on from previous planning (One Planning).</li> <li>● EHC plans must be focused on the outcomes of the child and must set out how services will work together to support their needs.</li> <li>● An assessment may not always lead to an EHCP.</li> </ul> <p>Further information can be found on the Local Offer website – <a href="http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/">http://www.essexlocaloffer.org.uk/asking-ehc-needs-assessment/</a></p> <p style="text-align: center;">□ See <i>Graduated Approach</i></p>
<p><b>How will my child be involved?</b></p>	<p><i>One Page Profiles</i>, will be in place for children on the monitoring register. These are written with the child, SENCo and/or the class teacher to outline the child's likes, strengths and how they need to be supported.</p> <p><i>One Planning</i> will be in place for children on the SEN register. One Plan meetings will be held during the year in partnership with the pupil, parents and school. The meetings will involve discussions around; What is working well? What is not working so well? What is the provision in place to support the child? As well as reviewing and setting targets for the pupil.</p>

	<p>Annual review meetings are held for children with an EHCP to analyse previous targets and set new targets and review the provision in place. Pupils record their views about school on the pupil view section of the paperwork. Pupils with an EHCP will also have One Planning in place.</p> <p>Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p><b>What If I am not happy with school provision for my child's additional needs?</b></p>	<p>We encourage parents and carers to speak to the Class Teacher and/or the SENCO if they have any concerns. The Pastoral Team are also available to speak to if you are not happy about anything.</p> <p>The procedure for complaints can be viewed on the school websites and hard copies are available on request.</p>
<p><b>How can I find out about existing local services?</b></p>	<p><a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a></p>
<p><b>How will the school support my child?</b></p>	<p>The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher, this is referred to as <b>Quality First Teaching</b>. Teacher's are adaptive in their approach and planning includes differentiated and scaffolded work for children with SEN and effective deployment of LSAs/HLTAs.</p> <p>If a pupil has specific needs such as spelling, handwriting, Maths, Literacy or social skills etc. then the pupil will be placed in a small focussed group or 1:1 support from the Class Teacher or LSA. Progress is continuously monitored and reviewed at regular intervals through the term.</p>

Intervention groups are provided for pupils who need a particular area of the curriculum targeted and may include children on the SEN register.

Depending on the nature of the child's difficulties, he or she may also be taken out for specialised, in-school programmes. These may include: Therapy Sessions, Precision Teaching, Lego Therapy, Social Stories, Fast track phonics, Fresh start, Talk Boost, Alphabet Arc, Barrier Games, Speech and Language support.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted to access this.

At present children with special educational needs have the opportunity to access following external agencies: Inclusion Partner, Educational Psychologists, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Health Visitors, School Nurses, Hospitals and other specific professionals who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCo and/or Pastoral Team makes referrals to appropriate outside agencies to aid the child's needs where appropriate and when assessment has indicated a need.

The SENCo and Pastoral Team liaises regularly with outside agencies where appropriate where an assessment has indicated a need e.g. Paediatricians, G.Ps, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Counsellors, School nurses, Home/School liaison, Health visitors.

□ *See Graduated Approach*

	<p>Specialist resources are used to aid learning across the school where assessment has indicated a need e.g. differentiated reading books, sand timers, brilliant books, visual timetables, left handed scissors, pencil grips and writing slopes.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, and as recommended.</p> <p>The schools offer a wide variety of support for pupils who are encountering emotional difficulties from members of staff including; the class teacher, LSAs, Pastoral Team, SENCo and SLT. All are available to discuss issues and concerns.</p> <p>Our Family Liaison Worker, Mrs Lisa Penn, supports both families and pupils in a variety of ways. She can offer parents and carers support with issues that may impact on family life, such as illness or separation.</p> <p>Our Learning Mentor, Mrs Angela Hope, works to support pupils with issues such as self-esteem, anxiety, stress and friendship problems.</p> <p>Our Behaviour and Well Being Lead, Mrs Sarah Edwards, promotes positive school behaviours through small group sessions and supports teachers and parents with managing a child's behaviour.</p> <p>Please also refer to the schools' SEN policy.</p>
<p><b>What training have the staff supporting children</b></p>	<p>The SENCo attends regular updated training in specific SEN areas as well as attending regular cluster and update meetings to ensure the school is kept up to date with current legislation and guidance.</p>



<p><b>with SEN, had or are having?</b></p>	<p>The SENCo has completed the National Award for SEN Coordination.</p> <p>LSAs are employed and trained to support special needs children in all classes, and support during lunch and play times where appropriate.</p> <p>LSAs run interventions targeting identified priority areas of need. These interventions are monitored to ensure they have impact.</p> <p>Teachers and LSAs have attended courses on a range of areas including Speech and Language, EAL, Autism, ADHD, Mindfulness, Phonics and Reading Support, specific interventions.</p> <p>All staff have regular opportunities to update knowledge to ensure they can meet the specific needs of current children's attainment.</p>
<p><b>How will the school know how my child is doing?</b></p>	<p>Short term targets are taken directly from the children's One Planning, as well as recommendations from other professionals which are then monitored.</p> <p>Multi agency meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p> <p>Annual review meetings are held for children with an EHCP to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented.</p> <p>Progress and attainment data is monitored on a termly basis and discussed with Class Teachers.</p> <p>In class, teachers plan, scaffold and differentiate the curriculum appropriately for each child.</p>

	<p>Alongside other members of the Senior Leadership Team, the SENCo will monitor SEN provision in the classroom.</p>
<p><b>How will I know how my child is doing?</b></p>	<p>One Plan Meetings will be held and copies of all documents sent home.</p> <p>Annual Reviews will take place once a year.</p> <p>Appointments can also be made to speak in more detail to the class teacher and SENCo.</p>
<p><b>What extra resources are available for my child?</b></p>	<p>Resources may include deployment of staff depending on individual circumstances.</p> <p>Specialist resources are used to aid learning across the schools. E.g. differentiated books, sand timers, individual behaviour charts, visual timetables, coloured overlays, scissor aids, triangular pencils, pencil grips and writing slopes.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p>
<p><b>How accessible is the school environment?</b></p>	<p>We have an identified disabled toilet.</p> <p>Individual Care Plans can be put in place for children with specific needs. These are created by the child's consultant or other medical professionals.</p> <p>An Accessibility Plan is reviewed regularly by SLT, SENCO and Governors.</p>

<p><b>What specialist services used by the school can I contact?</b></p>	<p>At times it may be necessary to seek advice from outside agencies to receive their more specialised expertise. These may include:</p> <p>Autism Anglia – 01206 577678  Early Advice Hub (Child Protection/Safeguarding) – 0345 603 7627 or out of hours 0345 606 1212  Educational Psychologist (parent helpline) – 01245 433 293  EWMHS (Emotional Wellbeing and Mental Health Service)- 0300 300 1600  Attendance Officer – 01255 422942 <i>School number, will direct you.</i>  Speech and Language Therapy - 01206 286526  Occupational Therapy – 01206 745445  Community Paediatricians (Colchester Primary Care Centre) – 01206 314015  Paediatric Continence Nurse Advisor - 01206 588100  FACE (Families Acting for Change in Essex) – 01245 608231  Families in Focus – 01245 353575  Local Offer – 01345 7430430  Statutory assessment Service: 0333 0139949  SEND Operation Team (Statutory Assessment): 0333 0139949  Maze Programme – 07708 873023  Family Solutions – 0345 6037627  MIND - 01206 764600</p> <p>For further information, please see the Essex Local Offer <a href="http://www.essexlocaloffer.org.uk/">http://www.essexlocaloffer.org.uk/</a>.</p>
<p><b>How will the school prepare and support my child during transition?</b></p>	<p>When preschool children have been allocated a place at Holland Park the EYFS lead and/or EYFS teachers will speak to the preschools the children have attended. SEN children will be identified and information passed on from the Preschool SENCo to Holland Park SENCo. All SEN children visit Holland Park in order to familiarise themselves with the staff, school structure, and main sites including toilets, dining hall, playground etc.</p>

SENCo, Teachers and LSAs visit children at their preschool prior to transition. Extra visits are also arranged for identified pupils.

Where children are transferring to Secondary School, the SENCo will meet the SENCo of each secondary school to transfer SEN information. All SEN school records will be passed on to secondary school or any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.

Parents of children who have an EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review.

Some extra visits may be arranged for SEN children in Summer term prior to transition to secondary school.

<b>Nursery to Reception Transition</b>	<b>KS1 to KS2 Transition</b>	<b>Moving Between Schools</b>	<b>Transition to Secondary School</b>
<ul style="list-style-type: none"> <li>● Transition meeting between nursery and school</li> <li>● My Transition to School Passport completed by nursery setting and parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>● Hand over meetings between class teacher, as well as SENCos.</li> </ul>	<ul style="list-style-type: none"> <li>● Handover from the previous school, including information from the previous teacher and SENCo.</li> <li>● Paperwork set over.</li> </ul>	<ul style="list-style-type: none"> <li>● Transition meetings with the Secondary school SENCo and the Year 6 teachers and SENCo from Holland Park.</li> </ul>

	<ul style="list-style-type: none"><li>• Transition sessions during the first few weeks of term.</li><li>• Handover information from SENCo</li></ul>			<ul style="list-style-type: none"><li>• Most recent SEN paperwork sent over.</li><li>• Extra transition sessions put in place if needed.</li></ul>
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## AN EXPLANATION OF SOME OF THE ABBREVIATIONS AND TERMS YOU MAY COME ACROSS

Abbreviation: Meaning:		Abbreviation: Meaning:	
<b>ADD/ADHD</b>	Attention Deficit Disorder / Attention Deficit Hyperactivity Disorder	<b>LA</b>	Local Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>LSA</b>	Learning Support Assistant
<b>Assessment</b>	A detailed examination of a child's special educational needs	<b>MSI</b>	Multi - Sensory Impairment
<b>Baseline Assessment</b>	A standardised teacher assessment designed to establish the attainment level of children at a significant point	<b>NC</b>	National Curriculum
<b>CAMHS</b>	Child and Adolescent Mental Health Services	<b>ODD</b>	Oppositional Defiant Disorder
<b>CCG</b>	Clinical Commissioning Group	<b>OT</b>	Occupational Therapy
<b>CoP</b>	Code of Practice	<b>PD</b>	Physical Disability
<b>CI</b>	Communication and Interaction	<b>PEP</b>	Personal Education Plan
<b>CL</b>	Cognition and Learning	<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>CP</b>	Child Protection	<b>PRU</b>	Pupil Referral Unit
<b>CPR</b>	Child Protection Register	<b>PSP</b>	Pastoral Support Programme
<b>DoB</b>	Date of Birth	<b>SATs</b>	Standard Assessment Tests
<b>EHC/EHCP</b>	Educational, Health and Care Plan	<b>SA</b>	School Action
<b>EP</b>	Education Psychologist	<b>SA+</b>	School Action Plus
		<b>SLCN</b>	Speech Language and Communication Needs
		<b>SLT</b>	Speech and Language Therapy
		<b>SEN</b>	Special Educational Needs
		<b>SEND</b>	Special Educational Needs and Disability

<b>ESP</b>	Early Support Programme	<b>SENCo</b>	Special Educational Needs Co-ordinator
<b>EWO</b>	Education Welfare Officer	<b>SLD</b>	Severe Learning Difficulties
<b>FSM</b>	Free School Meals	<b>SpLD</b>	Specific Learning Difficulties
<b>MAG&amp;T</b>	More Able, Gifted & Talented	<b>TA</b>	Teaching Assistant
<b>HI</b>	Hearing Impaired	<b>VI</b>	Visually Impaired

### Special Educational Needs Graduated Response

\*\*1. **Assess:** observe what the child's main areas of need are, 2. **Plan:** decide what interventions or support is needed, 3. **Do:** carry out agreed support/intervention, 4. **Review:** how are things are going, any progress made? Then start the process again.