

## Holbrook Primary School SEN Information Report

### General statement

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 of 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.

Statutory Regulations	Question	Possible response
<p>1. The kinds of special educational needs for which provision is made at the school</p>	<p>What kinds of SEND do children have in your school?</p>	<p>We are a mainstream 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).</p> <p>Typically, children with SEND in our school have difficulties with communication and language, learning generally, social or emotional development, and sensory or physical difficulties.</p>
<p>2. Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEN</p>	<p>How do you know if a pupil has SEND and how will they be supported?</p>	<p>Our class teachers closely monitor the progress made by all the children and ask advice from the Special Needs Co-ordinator (SENCo) as soon as they have concerns about any pupil. Activities are planned such as small group work or interventions to help the child. If the child does not make good progress the SENCo and class teacher will meet with parents/carers and together agree which additional SEND support will be put in place which may involve advice and/or assessment from an external specialist service.</p>

<p>3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans</p>	<p>Where can I find information about the school SEN Policy?</p>	<p>Our SEND Policy will give you the information you need about how we make provision for all pupils with SEND.</p> <p>If you would like to discuss our SEND provision or find out more, please contact our SENCo.</p>
<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p>How will I know that my child is making progress?</p>	<p>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.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p>How do you check and review the progress of my child and how will I be involved?</p>	<p>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. <a href="http://www.coventry.gov.uk/iass">http://www.coventry.gov.uk/iass</a></p>
<p>3c. The school's approach to teaching pupils with SEN</p>	<p>How do your teachers help pupils SEND?</p>	<p>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 <a href="http://www.holbrookprimary.com/index.htm">http://www.holbrookprimary.com/index.htm</a></p>
<p>3d. How the school adapts the curriculum and learning environment for pupils with SEN</p>	<p>How have you made the school buildings and site safe and welcoming for pupils with SEND or disabilities?</p>	<p>Our school is safe and welcoming to the whole community and more information can be found in our Equality Policy.</p>

3e. Additional support for learning that is available to pupils with SEN	Is there any extra support available to help pupils with SEND with their learning?	Our school has access to a range of staff to support pupils such as teaching assistants, learning mentors and specialist staff.
3f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum	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 details of which are sent home throughout the year.
3g. Support that is available for improving the emotional and social development of pupils with SEN	How does your school support pupils' emotional and social development?	We follow the Personal, Social, Health and Citizenship curriculum with all our pupils. For children with specific social, mental or emotional health difficulties we have access to Learning Mentors and work with the Learning and Behaviour Service (LABSS), Educational Psychology Service (EPS), Child and Adolescent Mental Health Service (CAMHS) and other agencies.
4. In relation to mainstream schools, the name and contact details of the SEN Coordinator	Who should I contact if I want to find out more about how the school supports pupils with SEND?	The named person responsible for Inclusion and Special Needs is Mrs Nicki Kelsall.
5. Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured	How are the adults in school helped to work with children with an 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 LABSS, or medical /health training. The Inclusion Leader and teacher work closely with specialists from external support services who may provide advice or direct support as appropriate.

<p>6. Information about how equipment and facilities to support children with SEN will be secured</p>	<p>What happens if my child needs specialist equipment or other facilities?</p>	<p>School may provide SEND equipment where appropriate in consultation with specialist agency advice. The Local Authority provides specialist equipment such as wheelchairs /standing frames etc. when prescribed by a relevant health specialist.</p>
<p>7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<p>How will I be involved with planning for and supporting my child's learning?</p>	<p>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. <a href="http://www.coventry.gov.uk/iass">http://www.coventry.gov.uk/iass</a></p>
<p>8. The arrangements for consulting young people with SEN about, and involving them in, their education.</p>	<p>How is my child involved in his /her own learning and decisions made about his /her education?</p>	<p>Children are regularly involved in self-assessment. Children reflect on their own practice and identify next steps and personal targets. School regularly considers pupil views and uses this to support the children in their learning.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>Who should I contact if I have concerns about my child's learning and / or progress?</p>	<p>Your first step should be to talk with your child's class teacher. If you continue to have concerns you should contact the Inclusion Leader. If this doesn't resolve your concerns you should contact the Headteacher.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of</p>	<p>Who else provides services in school for children with SEN or disabilities?</p>	<p>The range of agencies and support services school works with include, but are not limited to: Learning and Behaviour Support Service Educational Psychology Speech and Language Therapy Occupational Therapy/Physiotherapy Coventry Autism Support Service</p>

<p>pupils with SEN and in supporting the families of such pupils.</p>		<p>Coventry Access Technology Support  Child and Adolescent Mental Health  Integrated Primary Mental Health  School Nurse  Sensory Support Service  NHS services  Children and Families First  Voluntary Organisations</p>
<p>11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32.</p>	<p>Who should I contact to find out about other support for parents and families of children with SEN or disabilities?</p>	<p>Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)  <a href="http://www.coventry.gov.uk/iass">http://www.coventry.gov.uk/iass</a></p>
<p>12. The school's arrangements for supporting pupils with SEN in transferring between phases of education.</p>	<p>How will you help my child make successful move into the next class or secondary school or other move or transition.</p>	<p>Where appropriate additional transition programmes are implemented and discussed with parents to support a successful move into their next class.</p> <p>School liaises closely with receiving and feeder schools to ensure a smooth and successful transition.</p>
<p>13. Information on where the LA's local offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Coventry Local Offer website has information about the services that are available. Click here to go to and view the Coventry Local Offer.  <a href="http://www.coventry.gov.uk/info/157/coventrys_special_educational_needs_and_disability_send_local_offer">http://www.coventry.gov.uk/info/157/coventrys_special_educational_needs_and_disability_send_local_offer</a></p>