



Hollinswood Primary School & Nursery

Hollinswood Primary and Nursery School Special Educational Needs and Disability Report 2016-17

Please read this report in conjunction with the information in our SEN offer on the website.

At Hollinswood Primary School and Nursery we value the contributions made by all pupils, professionals and parents to help develop our inclusive school community. In assessing the success of our SEN policy, we are required to comment on the effectiveness of the school's systems for identification, assessment, provision, monitoring and record keeping and the use of outside agencies and support services.

The SEND Governor is Mrs D Young and the SENCo is Mrs S Jones.

The SEND policy has recently been updated in line with the new Special Educational Needs and Disability Code of Practice 2014, and other documentation including the Children and Families Act 2014 and Supporting Children with Medical Conditions 2014.

Identification and Provision

In our school we provide additional SEND support for pupils with needs across all of the four broad areas of need.

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

The method of identification and provision for children with special needs follows a graduated approach, (please see attached flowchart). Concerns are first raised and addressed through normal classroom assessment and review (by parent or teacher). As part of the half termly pupil progress meetings, children are targeted for support in response to data. The progress of all pupils is closely monitored and if after appropriate intervention, pupil's continue to be of a concern, it may be decided in conjunction with parents, SENCo, class teacher and teaching assistants for that child to be classified as having SEND. A provision map detailing additional support will then be drawn up. A provision map will detail any support or intervention where his/her needs are additional or different from normal classroom practice.

Where, despite careful planning, action and review, the child continues to make little or no progress, we work alongside parents and other agencies to consider an



Hollinswood Primary School & Nursery

application for an Education, Health Care Needs assessment, if successful this would lead to an Education, Health and Care Plan (EHCP).

Effective marking, forms a large part of ongoing assessment, and involves the children in identifying their next steps in learning. Assessments are in place to build up an accurate attainment profile of each child. Assessment data is recorded half termly, this assessment process includes the review of pupil progress intervention and SEND provision. SEND targets are evaluated and next steps are identified as part of this process. Children with identified specific needs, with a statement or EHCP, or classified as having SEND, have an individual provision map which identifies specific targets, and action. This is reviewed each term along with parents, or sooner if targets are met.

Involvement of Parents

Parents are welcomed into school and have the opportunity to attend parent meetings at least once a term to discuss the progress of their child. Parents of pupils with SEND are often invited into school more regularly to discuss provision for their child. We offer a number of open sessions in school, where we share what and how the children learn in different curriculum subjects. Class teachers are available throughout the week to talk to parents about their children and the headteacher is also always available to discuss any concerns. If a child has a statement or an EHCP, an annual review is held where all professionals involved are invited, along with the parents to evaluate and review objectives and targets.

Involvement of Pupils

At Hollinswood Primary School and Nursery, we value the opinion of our pupils. Peer and self-assessment activities are a regular part of all curriculum subjects, teachers use effective marking strategies to provide children with feedback on their learning and to enable them to identify their next steps.

We have a school council, which is made up with representatives from each class base. Circle times are held when it is felt appropriate, in all class bases, giving pupils the opportunity to share their ideas, thoughts and feelings.

Teaching and Learning

Teaching assistants support alongside the class teachers in all classrooms. They will support all groups of pupils during the morning, as part of Literacy and Numeracy lessons. During the afternoon teaching assistants lead on interventions in response to pupils' identified targets and the work from the morning. Teaching assistant training is targeted to benefit pupils appropriately. An audit of staff skills is updated annually.

All teaching and learning is adapted to meet the needs of pupils, through differentiation: use of resources, (including special resources such as sloped writing



Hollinswood Primary School & Nursery

desks), writing materials, adaptation of the timetable and curriculum and adapting the learning environment as necessary.

Progress of Pupils with SEND

SEND pupil in school make at least good progress across most of the school, with the majority making at least expected progress. Where pupils with SEND have not made this expected progress, they have made progress towards individual targets set on provision maps and Nurture Group planning maps. The progress of pupils with SEND is reviewed, with targets at least once a term. SEN review meetings are held at least termly with parents, teachers and the SENCo to discuss the impact of intervention and to discuss next steps.

All pupils have equal opportunities to activities, including clubs and opportunities within the wider school community.

Changing Phase of Education

There is good transition between each of the phases within school. For pupils with SEN this involves parents, teachers and pupils as appropriate and other professionals where necessary.

For pupils transferring to Key Stage 3, the school SENCo, and class teacher will liaise closely with parents alongside Year 7 tutors and Secondary SENCos to ensure all information is transferred. When necessary, additional transition sessions will be organised to support pupils.

External Personnel and Other agencies

During this academic year we have liaised with, Learning Support Advisory Teachers, Occupational Therapy, Hearing Impairment, Visual Impairment, Speech and Language Therapy, Inclusion Mentor team and the Educational Psychologist, assessments have involved individual assessments and targets and strategies, training for teaching assistants and meeting with parents.

At time it has been necessary to complete a Common Assessment Form (CAF), and call a Team Around the Child (TAC) meeting to ensure that all the needs of the child are being met. This will involve all agencies, including social support and health care workers as necessary.

Inclusion

All pupils with SEN and/or disability take part in all aspects of the school life, including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including educational visits.

Accessibility



Hollinswood Primary School & Nursery

The Disability Accessibility Plan is in place. The school is fully accessible for pupils with SEND. This includes ramp access where needed and adapted toilets. We liaise with Sensory Inclusion for those pupils with visual and hearing impairments.

Admissions

The school admissions policy is operated by the Local Authority.

Equality

We are committed to inclusion and equal access for all regardless of special needs or disability.

Complaints

Any complaints are dealt with according to the school complaints policy.



Hollinswood Primary School & Nursery



Hollinswood Primary School and Nursery SEND provision map

Area of SEN need	Wave 1 Quality First Teaching. General provision for all pupils.	Wave 2 Pupil Progress intervention. Group support Not necessarily pupils who are identified as SEN. Pupils are typically below age related expectations.	Wave 3 Additional SEN support
Cognition and Learning	<ul style="list-style-type: none">• Differentiated planning, activities, delivery and outcomes.• Clear next steps communicated to pupils.• Letters and Sounds phonic programme.• Use of ICT to enhance the curriculum.• A variety of learning and teaching styles.• Use of models and images.• Practical and visual resources.• Assessment for Learning opportunities deployed throughout learning sessions.• Peer and self-assessment.• SOLO taxonomy questioning skills.• Guided group led by Teacher.• Guided groups led by TA.• Focused intervention in response to lessons. TA led CTG.	<ul style="list-style-type: none">• Additional small group maths. Securing basic facts.• Pre teach vocabulary groups.• Smaller group sessions for word work/phonics.• Handwriting intervention.• Fine and gross motor skill group.• Coolkids• Additional writing groups. Focusing on specific next steps.• Precision teach method-speed reading of phonemes, words, numbers.• Task plans.• MACPAC• Clicker grids	<ul style="list-style-type: none">• Wave 3 writing support.• 1:1 reading support.• Toe by Toe intervention.• Power of 1 and 2 interventions.• Jump Start• Wellington Square reading support.• Advice from external agencies such as LSAT, EP.



Hollinswood Primary School & Nursery

Communication and Interaction	<ul style="list-style-type: none">• Differentiated planning, activities, delivery and outcomes.• Clear next steps communicated to pupils.• Letters and Sounds phonic programme.• A variety of learning and teaching styles.• Use of models and images.• Practical and visual resources.• Talk partners• Group discussions• Talk for writing opportunities.• Role Play areas.	<ul style="list-style-type: none">• Pre teach vocabulary groups.• Smaller group sessions for word work/phonics.• Task plans.• Targeted support for speaking and listening.• Additional thinking time.• Modification of language-short chunks of concise information, where possible.	<ul style="list-style-type: none">• Support from SALT-individual/small group support plans.• Advice from external agencies such as speech and language, LSAT, EP.
Social, Mental and emotional Health	<ul style="list-style-type: none">• Class based reward systems.• PSHE curriculum• Circle times• Forest Schools.	<ul style="list-style-type: none">• Social Stories• Individual behaviour rewards.• Social Skills group work.• Boxhall Assessments completed.• Build to express• Inclusion Leader led support-time to talk.	<ul style="list-style-type: none">• Nurture Group sessions.• Advice sought from Educational Psychology.• Children and Adult Mental Health Service.



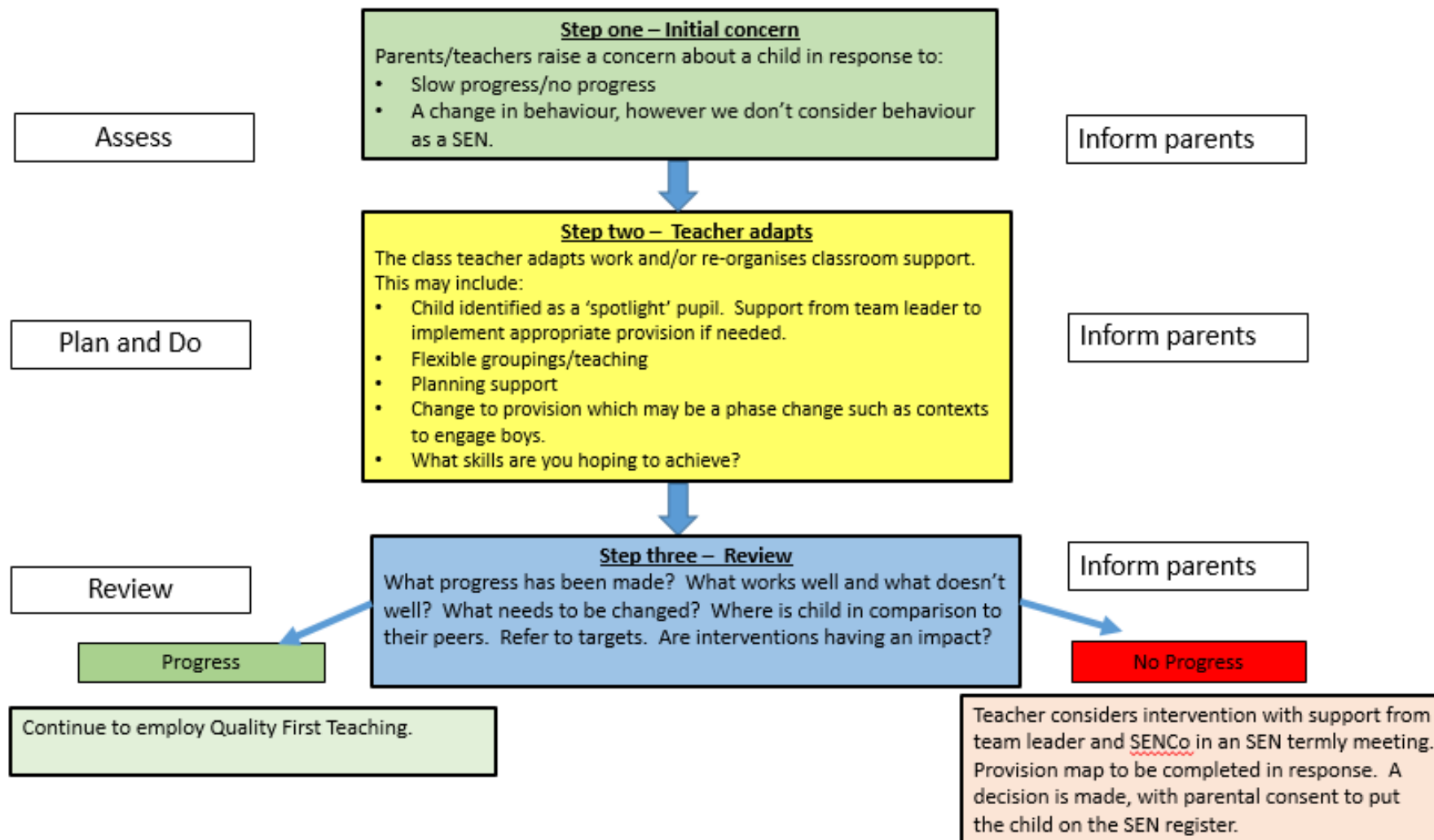
Hollinswood Primary School & Nursery



<p>Sensory and Physical</p>	<ul style="list-style-type: none">• Coolkids• PE curriculum• Differentiated planning, activities, delivery and outcomes.• Handwriting Sessions-Nelson.• General additional equipment, e.g scissors, rulers, pencils and grips.• Environmental considerations, lighting, background noise, seating position etc.	<ul style="list-style-type: none">• Additional handwriting Sessions-Nelson Scheme of Work.• Fine Motor skills group.• Gross motor skills group• Fiddle toys.• Weighted blankets.• Different forms of recording e.g. typing, scribing, audio recording.• Speed Up handwriting interventions.• Movement breaks.	<ul style="list-style-type: none">• Sensory Inclusion Service Support.• Occupational Support Therapy.• Additional equipment-wobble cushions, sloped desks.
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