



Hollinswood Primary School & Nursery

Hollinswood Primary and Nursery School SEND Information Report June 2025

Please read this report in conjunction with the information in our School SEN offer and the SEN policy 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 S Barratt and the SENCo is Mrs S Jones.

The SEND policy is in line with the Special Educational Needs and Disability Code of Practice 2015, 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). We use a three-tier approach to classify educational needs that are additional to, or different from everyday classroom provision.

- Wave 1-This type of support will happen in the classroom. Quality First Teaching will ensure that the needs of all pupils are met and that all pupils make good progress.
- Wave 2- This is support that is additional to lessons taught in class. These are often short-term interventions. This is support for children who need a little extra help to access the curriculum fully.
- Wave 3-This is additional support for those children who despite wave 2 intervention require further support, or those children who have specific needs that require a greater level of support. This can be 1:1 support in some instances.



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We believe that children learn best with the rest of their class with their teacher. We aim to encourage all children to work independently. When allocating additional TA support, our focus is on outcomes not hours. We aim to give pupils the support they need but without developing a learned independence upon an adult. ***For an overview of the provision across the whole school, please see the Whole School Provision, School Offer.***

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 application for additional funding through the Inclusive Schools Forum or 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 an EHCP, or at SEND support, 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. During SEN review meetings, the SENCO, class teacher and parents review progress and next steps.

Parents of pupils with SEND are often invited into school more regularly to discuss provision for their child. If a child has an EHCP, an annual review meeting is held, where all professionals involved are invited, along with the parents to evaluate and review objectives and targets. Next steps are discussed at this meeting to best support pupils to move forward.

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,



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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 and through our Jigsaw PSHE sessions, 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. Teaching assistants often support with a flexible model to supporting SEMH pupils. Our teaching assistants support in the delivery of adaptive teaching. They will support all groups of pupils during the morning, as part of English and Maths and Reading lessons. During the afternoon teaching assistants lead on interventions or on Close the Gap marking 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 adaptive teaching: use of resources, (including special resources such as sloped writing desks), writing materials, adaptation of the timetable, a flexible teaching approach and curriculum and adapting the learning environment as necessary.

Progress of Pupils with SEND

SEND pupils in school make 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 Pastoral Support, planning maps. Pupils who work significantly below, will be assessed using the Telford and Wrekin progression document. This supports staff to identify small steps of progress and small step targets. 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 SEND 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



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information is transferred. When necessary, additional transition sessions will be organised to support pupils.

Relevant training-Academic Year 2024/25

Training	When	Who attended
Supporting pupils with a work reward strategy.	Autumn Term	Clare Tipton-Y1 teacher
EYFS and Talkboost training	Autumn Term	EYFS lead and EYFS, KS1 TAs.
Asthma and Anaphylaxis training.	Autumn Term	All staff
Reasonable adjustments in the classroom-E20 resources	Autumn Term	Teachers
Bridge Outreach Support -Attention Autism -Play and Learn	Autumn, Spring Term	EYFS teachers and TAs
Haughton Outreach Support -Routines and expectations -Work Reward	Autumn, Spring Term	Ks1 teachers and TAs
Behaviour provision-Wave 1, 2, 3	Autumn Term	Teachers and TAs
Levels of Questioning-Speech and Language Team	Spring Term	Teachers
Teaching vocabulary-ELSEC Team	Summer Term	Teachers

External Personnel and Other agencies

During this academic year we have liaised with, Learning Support Advisory Teachers, Occupational Therapy, Behaviour Support Team, Speech and Language Therapy, Bridge outreach and Haughton Outreach, and the Educational Psychologist. Some of this support has involved individual assessments where targets and strategies have been reviewed and updated. Relevant training for teaching assistants has been identified and delivered when appropriate, such as diabetes training. Risk assessments have been reviewed and updated to ensure that all pupils with SEN and disabilities are safe and secure within the school environment.

If the level of provision a child needs is above the budget allocated for pupil's with SEND, it is necessary for us to consider accessing funding via the Inclusive Schools Forum. Pupil's with complex needs benefit from additional high need funding. This is allocated by the ISF panel following an application made by the SENCo. The level of provision is considered along with the implementation of a graduated response by the panel, before funding is allocated. This is reviewed annually.



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At times, it has been necessary to complete a Education and Health, Care Needs Assessment (EHCNA), to ensure that all the needs of the child are being met and that professionals are working together. This often involves all agencies, including social care and health care workers as necessary. If all agencies agree that the pupil will benefit from an Education, Health and Care Plan (EHCP), this a legal document that is written by the Local Authority SEN Team. It outlines long term outcomes, targets and provision that a child will need to be best supported. Funding is agreed by the SEND team so that the child can have access to appropriate provision. This is reviewed annually.

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

The Disability Accessibility Plan is in place. The school is fully accessible for pupils with SEND. This includes ramp access where needed, a wheelchair lift and adapted toilets. We liaise with Sensory Inclusion for those pupils with visual and hearing impairments and Occupational Therapy for those pupils with physical needs. Adaptions have either been put in place to make parts of the building more accessible, for a pupil in a wheelchair in Key Stage Two.

Medical and Personal Care Needs

We have a clear medical conditions flowchart which can be viewed on the website. If a child has medical needs, these are discussed with the relevant members of staff, parents and medical team. An Individual Health Care Plan is completed and reviewed each year where necessary for individual pupils, in conjunction with relevant staff, parents and medical team.

Staff have regular training regarding medical conditions and medication affecting individual children to ensure that all staff can manage medical situations if the need arises.

We have an Intimate Care Policy in place and can be requested from the school office.

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.



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Complaints

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



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