



Holden Lane Primary Special Educational Needs Information Report

How we support children with Special Educational Needs or Disabilities.

Our Vision

Teachers work in partnership with children, parents and a range of agencies to ensure that children 'work together and learn for life'.

Holden Lane Primary is a school that educates three to eleven year olds. The Children and Families Act (2014) has introduced a new approach to the way children, young people and their families are supported. A Special Educational Need and Disability (SEND) Code of Practice provides information and guidance to everyone involved.

Special Educational Needs are supported at Holden Lane in four broad areas:

- Communication and Interaction;
Speech, Language and Communication Need
Autistic Spectrum Disorder
- Cognition and Learning;
Moderate Learning Difficulty
Specific Learning Difficulty including dyslexia, dyspraxia, dyscalculia
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs
Hearing Impairment
Visual Impairment
Physical Disability

(Stoke on Trent SEND website, October 2014)

The school will be offering a Wellbeing Room for pupils with Social, Emotional and Mental Health Needs. This approach involves nurturing pupils to take part in learning so that they are equipped with skills to use during the day when they return to the mainstream classroom.

How does your school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent



- Concerns raised by teacher, for example social and emotional issues or self-esteem are affecting performance.
 - Consultations between class teachers and members of the leadership team where progress data is discussed.
 - Liaison with external agencies e.g. Educational Psychology Service
 - Health diagnosis through a paediatrician
 - Liaison with previous school or setting, if applicable
- Children may require support with learning, emotions, social aspects of school or have a specific learning need.

Following identification, children are assessed so that intervention can be put in place to meet the child's needs.

What should a parent do if they think their child may have special educational needs?

Talk to us. In the first instance contact your child's class teacher; if you still have concerns you can contact the Special Educational Needs Coordinator, Mrs Condliffe. Telephone number: 01782 234890.

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

Who will explain my child's needs and progress to me?

- The class teacher will meet parents at least on a termly basis (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. This meeting will review the targets on the last pupil passport and there will be an opportunity to discuss the next targets for your child.
- For further information the Special Educational Needs Coordinator (SENCO) is available to discuss support in more detail.

How will school support my child?

- The SENCO oversees support of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made. The process takes the form of assessing to understand the child's needs, planning the intervention with the consultation of the parent, carrying out the intervention in class, as a group intervention or on a one to one basis and reviewing the progress that has been made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.



There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

Some children use specific programmes to support their learning such as Better Reading, Conquering Literacy Programme, Beat Dyslexia and Clicker 6 which is a computer programme to support writing.

A Wellbeing Room, to support children with social, emotional and mental health development, is utilised for children to attend if they have difficulty succeeding in a full class environment. Strategies, such as breathing and calming down techniques, are taught to enable them to succeed.

The needs of the pupils are evaluated along with staff training and resources in the school so that the child's needs are provided for.

How are the Governors involved and what are their responsibilities?

The SENCO reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. Mrs Poole is responsible for special educational needs.

The Governors agree priorities for spending within the special educational needs budget with the overall aim of supporting pupils. Governors are also able to discuss any complaints that parents may have.

How do teachers match the curriculum to an individual child's needs?

Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated for a specific child. The benefit of this type of differentiation is that all children can access a lesson and learn at their level. Differentiation can be through success criteria, outcome or way of recording.

How are the school's resources allocated and matched to children's special educational needs?

We ensure that all children with special educational needs and disabilities are provided for to the best of the school's ability with the funds available. There is a graduated approach to the allocation of support and resources.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

How is the decision made about what type and how much support my child will receive?

The class teacher and the SENCO will discuss the child's needs and the support that will be appropriate following the assess, plan, do review cycle mentioned earlier. Parents and the child are invited to discuss the assessments and understand the expected outcomes of the intervention that will take place. Some interventions follow the recommendations of specialists such as the Educational Psychologist.

How does the school judge whether the support has had an impact?

By reviewing children's targets each term on a Pupil Passport (a document that sets out the strengths, areas to develop and targets for the child) and ensuring they are being met. Parents and the child will be involved in the review meeting and the setting of new targets. A copy of the targets will be given to the parent.

- The school reviews if the child is making progress academically against national/age expected levels which is discussed at Progress Meetings and attended by Class Teachers and the Senior Leadership Team. The SENCo also monitors the progress of the SEND children through observations and the tracking of progress data.

- We also consider verbal or written feedback from the teacher, parent and pupil. Parents are encouraged to discuss concerns with the class teacher.

Children with Education, Health and Care plans have annual reviews with parents and the child to discuss the progress made over the past year.

- Children may be taken off the Special Educational Needs register when they have made sufficient progress and in consultation with parents.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- During each term there will be a meeting to discuss the progress made towards the pupil passport's targets and to agree the next targets. The production of the pupil passport is with the full involvement of the pupil and parent.
- You will be able to discuss your child's progress at parent's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or SENCO and discuss how your child is progressing.

How will you help me to support my child's learning?

The class teacher or the SENCO can offer advice and practical ways that you can help your child at home. The teachers differentiate each lesson to match the needs of the child and sometimes adapt the classroom where the child needs support with the classroom environment.

The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.

If your child is on the Special Needs Register they will have a Pupil Passport which will have individual targets. This will be discussed with you on a termly basis and you will be given a copy. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.

Also, if your child has complex special educational needs or a disability they may have an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

Recommendations from external agencies e.g. a Speech and Language Therapist will be shared with you so that strategies can be implemented at home and school.

If a class teacher needs to discuss an issue with you, it will be carried out privately and strategies to support your child will be offered.



How do you measure my child's progress?

As a school we measure children's progress in learning against a target that is set for them at the beginning of the year. The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year Six, using a variety of different methods, including curriculum levels and some standardised tests, as appropriate.

Children who are not making expected progress are identified through the half termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

When a child's targets are reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, all our vulnerable pupils known to staff and families are supported by our Inclusion Leader, Mrs Reece, who has contact with outside agencies. We also have contact with a school nurse who works alongside parents and children to monitor health concerns.

The school entrances are staffed with members of staff who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCO and other key members of staff for further advice and support. This may involve working alongside outside agencies such as Health and Social Services.



Children with eating difficulties are encouraged to try different types of food in school. If necessary, children are supported in the dining room. Children are not rushed to eat their food.

Where children are looked after by the local authority, staff work alongside the child's carer and social worker to address their needs.

How does the school manage the administration of medicines and personal care?

If a child has to take medicine, then they should remain at home until the course of medication has been completed. However, if the doctor considers the child to be fit enough to be in school, but requires medication to be given, parents may contact Mrs Parkinson or the Class Teacher to make arrangements. As parents are responsible for the administration of medicines to their children, they should come into school to give the dose as necessary, preferably at lunch-time. Children are not allowed to bring medicines into school to administer themselves. Children who arrive in school with medicine are asked to speak to the Head Teacher or School Business Manager who will contact parents to make alternative arrangements.

Children who have asthma and bring an inhaler to school should take it with them to PE, swimming and on Educational Visits. Inhalers are named. A record of use of the child's inhaler is kept on a log sheet in class. Parents are informed by letter if their child has needed to use their inhaler and a copy of the notification letter is kept on the child's record. If the same child has to use the inhaler more than once a term, they are brought to the attention of the school nurse. This may indicate a child is being inadequately treated and therefore at risk.

A confidential list is kept in every class detailing all pupils with medical conditions. Ongoing medical conditions would require a Care Plan to be formulated with the parent.

If a child requires personal hygiene, toileting or physical need care this will be managed through an Individual Care Plan too.

What support is there for social and emotional development, avoiding exclusion and increasing attendance?

We have a positive approach to behaviour management with a clear Behaviour for Learning Policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and



lunch times. Staff have taken part in training on Attachment and Trauma and how to support pupils who may have this area of need.

A Boxall profile, which is obtained from looking at how the child behaves, is used to demonstrate areas where social and emotional development can take place. When required, further support is obtained from the Educational Psychologist who may advise on targets from the Boxall profile.

- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- Each term, there is an attendance assembly which parents are invited to where the attendance of children is celebrated with certificates and coloured star badges.

Following any serious behaviour incidents we will inform you about what has happened. This will be through a supportive conversation to reflect upon the incident with all adults and the child involved. The discussion will involve the choices that were made before, during and after the incident.

How will my child be able to contribute their views?

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.

Children who have Pupil Passports discuss their targets with their class teacher. Throughout the year, children are given opportunities to share their learning preferences and areas that are concerning them. This allows staff to make changes to meet the child's needs. If your child has an Education, Health and Care Plan, their views will be sought and shared throughout the year and formally at the end of each year.

What specialist services and expertise are available at or accessed by the school?

The SENCO, Mrs Condliffe, has the Special Educational Needs Award and Approved Teacher Status to support and assess pupils who have Dyslexia or Dyslexic type difficulties. Teaching Assistants have been trained in the reading intervention, Better Reading and Key Stage One have trained in Read, Write, and Inc. External advice is requested where a child has difficulty beyond the school's expertise. Indicators of this would be where a child has made less than expected progress despite using interventions which are matched to the child's needs.



Here is a list of agencies used to support the school:

Educational Psychologist-This agency offers advice to support pupils with their learning and social and emotional skills.

Special Education Needs and Disability Service-Kuljit Jheeta provides advice involving learning difficulties.

Inspire-This is a service which is based at Watermills school in Chell. It supports learning in a calm, small group environment with specific targets. This involves pupils spending mornings on a placement of two or six weeks.

Prior to the visit parents are contacted and a meeting takes place to discuss the child's needs. A reintegration meeting takes place following the visit back at Holden Lane.

The school also has links with the following schools which provide Outreach Support-

Kemball School-a day special school administered by Stoke on Trent City Council Children and Young People's Service (CYPS) and meets the needs of pupils with cognition and learning difficulties aged between 3 and 16 years.

Abbey Hill-a large, purpose built local authority special school for children aged 3-19 years with learning difficulties, communication and interaction difficulties and / or Autistic Spectrum Conditions.

Watermill- provides support for pupils with Moderate, Severe, Physical and Multiple Learning Difficulties and Autism.

Portland Special School- A school which supports Social, Emotional and Behavioural difficulties.

What training have the staff supporting children with special educational needs, had or are currently having?

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist,



Occupational Therapist, Educational Psychologist, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

All of our teaching assistants have had training in delivering reading, such as Better Reading, spelling, phonics and multi-sensory programmes. At times, MAPPA is used by trained staff to support children with their behaviour, which is a safe way to manage pupils when there are social and emotional problems. Consent would be sought prior to this strategy being used with a child.

The school continuously audits the knowledge of the staff so that training is put in place to support staff and pupils.

How will my child be included outside the classroom including day trips?

We aim for all children to be involved in day trips. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then parents are asked to accompany their child to support them.

All children are offered after school clubs with different clubs being available throughout the year.

How accessible is the school environment?

Parents are communicated with thorough a weekly newsletter, information letters, texts and the school website.

There are ramps that allow access to the main school entrances and nurture provision in the mobile classroom. There are two disabled toilets available.

Pupils' access the curriculum through reasonable adjustments to their learning and differentiation in the classroom.

Reasonable adjustments that have taken place during the year include the use of-

- writing slopes
- pencil grips
- Talking Tins for children to record words and sentences



- Key word mats
- Spelling rule keyrings
- I-pads
- Laptops
- Interpreter
- Sensory cushion
- Coloured overlays
- Visual timetable
- Clicker 6

Differentiation can include adjustments to outcome, ways of recording and success criteria with the importance being on the child achieving during the lesson.

The classroom environment is equipped with picture labels that minimise reading and are Dyslexia Friendly.

An Access and Disability Policy and Action Plan which explains the arrangements for access to the school and the plan for the three years from 2019 to 2022 can be found on the school website.

How will the school prepare and support my child when joining the school or transferring to a new school?

All pupils are treated equally on admission in accordance with our admission policy and the Children and Families Act 2014. Holden Lane makes reasonable adjustments to the classroom and curriculum to ensure that all pupils are able to access the curriculum. Further information can be found in our Access and Disability policy. If a child has an Educational, Health and Care Plan (EHCP) the school follows the local authority's time scales for consultation on meeting the child's needs and being named as the child's new school on the EHCP.

We encourage all new children to visit the school prior to starting with us. When children are preparing to leave us for secondary school, we arrange supported visits for them where necessary to enable them to integrate with the new environment. Information is also shared with the new school as part of the planning to support the child in the new setting.

We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed



and understood. Discussions also involve the independence of pupils in their transfer to secondary school.

If your child has an Education, Health and Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school and begin a phased transition.

Equality objectives can be found in the Access and Disability policy on the school website.

How are parents involved in school life?

We build positive relationships with parents through offering opportunities to take part in the learning and school life of their child through assemblies, stay for lunch activities, parents evening and homework which is sent home weekly. We also have curriculum evenings at the beginning of the year to explain what takes place in each year group.

Parents are also welcome to take part as volunteers in, for example, listening to children read.

Who can I contact for further information or to discuss a concern ?

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO, Mrs Condliffe by telephoning the school to arrange an appointment on 234890.
- Look at our Special Educational Needs policy on our website.
- Stoke on Trent Parent Partnership is an organisation that provides independent advice and support for families. The contact details are- Special Education Needs Information and Support Service (SENDIASS)
Website: The Special Education Needs Information and Support Service (Previously the Parent Partnership) website - www.sendiass-stoke.co.uk.
Tel- 234701 Email- iass@stoke.gov.uk
- For information on Dyslexia contact the British Dyslexia Association - <http://www.bdadyslexia.org.uk/>
- Listen to My Voice Project 2017 to support parents of children with SEN can be found at-[Listen to My Voice](#)

Who should I contact if I am considering whether my child should join the school?

The Equality Act implication for schools (see Access and Disability policy)

The Equality Act 2010 prevents schools from discriminating against children with disabilities in their admission arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school.

The act states that schools are required not to treat disabled pupils less favourably for a reason relating to their disability and to take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. Schools are also required to plan strategically and make progress in improving accessibility for disabled pupils to schools' premises and to the curriculum. Further information and guidance can be obtained from SEN Code of Practice 2015.

- Contact the school office to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the SENCO, Mrs Condliffe, who will discuss how the school could meet your child's needs.

Our school continually reviews its SEN policies to meet the new SEND Code of practice effective from 1st January 2015. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

Information regarding what the school offers parents and children can be found on the Stoke-on-Trent's Local Offer website at-
<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.page?familychannel=0&qt=holden+&term=&sorttype=relevance>

Or click on the link below-

[Stoke Local Offer Home page](#)

The school also has a SEN policy that details how children are supported throughout the school and how staff approach the needs of children with SEN.

Consultation with parents: SEND Questionnaire July 2021

Consultation with governors: October 2021



Updated: September 2021

This information is continuously reviewed.
