# Hollymount School's
# SEND School Information Report

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# Hollymount School

Hollymount School is a mainstream primary school that is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school.

Our vision of 'Inspiring Success' is supported through our aims which are:

- To strive to do our very best every day
- To encourage and help each other to stay safe and keep healthy.
- To help each other succeed and build our futures.
- To enjoy and celebrate our own and others' achievements.
- To make a positive contribution to our own learning and community

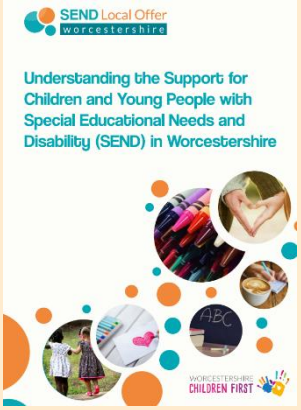
We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Hollymount School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

**All teachers are teachers of pupils with SEND and as such provide Quality First Teaching (QFT) which takes into account the individual needs of pupils with SEND within the classroom.**

Hollymount's School Information Report (SIR) is written in accordance with Worcestershire's Local offer and 'The Graduated Response'. This can be found at:

http://worcestershirelocaloffer.org.uk/

www.worcestershire.gov.uk/graduatedresponse




Click on the file to view Worcestershire's Graduated response for parents.

The Graduated Response for parents

Click below to watch a video from Herefordshire and Worcestershire's SENDIASS describing SEN support in mainstream settings.



## 1. What should I do if I think my child may have Special Educational Needs?

The 'SEND Code of Practice' 2014 states that there are four main areas which cover Special Educational Needs. Children may have difficulties that fit clearly into these areas, however, there may be children that have difficulties across two or more areas.

Behavioural difficulties do not necessarily mean that a young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

There are 4 broad areas of SEND:

1. Communication and Interaction
   A child may have a delay or disorder in one or more of the following:

- Attention/Interaction Skills
- Understanding/Receptive Language
- Speech/Expressive Language
- Autistic Spectrum Disorders

2. Cognition and Learning
   A child may have a significant difficulty, delay or disorder affecting the skills needed for effective learning. This can include:

- Moderate Learning Difficulties
- Specific Learning Difficulties (including dyslexia, dyscalculia or dyspraxia.
- Memory and Reasoning
- Problem Solving and Concept Development Skills

3. Social, mental and emotional health
   A child may have difficulties with their social and emotional development which may include:

- Depression
- Anxiety
- Attachment disorders

4. Sensory and/or physical
   A child may have a medical or genetic condition that could impair their access to the curriculum without adaptation or consideration, which may include:

1. Physical
2. Medical
3. Visual
4. Hearing

If you think your child may have a special educational need and requires additional support, please discuss your concerns with the class teacher in the first instance or contact Mrs Laura Montgomery or Miss Sarah Williams(sendco@hollymountschool.org).

Appointments can also be arranged via the school office to discuss any concerns you may have. A school nurse is also available via appointments made at the school office.

## 2. How does the school know if children need additional help and support?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Children are identified as having SEND when their progress has slowed or stopped, and children are working below what is expected for their age. This can be identified through a variety of ways including:

- concerns raised by parents/carers, teachers or the child
- liaison with previous school or setting
- limited progress being made and performance below age expected levels
- health diagnosis
- liaison with external agencies and professionals
- termly progress meetings and progress tracking by class teachers and SENDCo

***See our School SEND policy for further information.**

Hollymount School use the following assessment tools in order to best support children and identify any potential special educational needs:

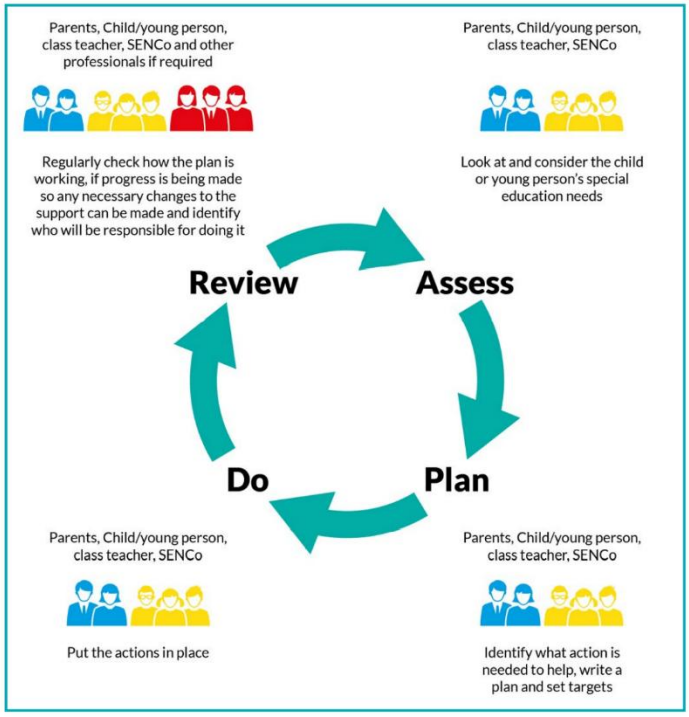
- Word Aware Concept Screening
- Language Link
- Speech sound screening
- Boxall Profile
- EYFS profile/Early Support Documents from EYFS Inclusion Team
- RWI phonics assessment
- Phonics screening (Year 1)
- SATs
- Teacher Assessments (throughout the year)
- NFER assessments
- Speech and Language assessments (SALT)
- Cognitive Assessments (EP)

- Specific Learning assessments (LST)
- Times tables assessment
- SDQ (strengths and difficulties questionnaires)
- Accelerated reader
- Tracking of reading fluency
- Listening rating scale
- Spelling assessments
- Vanderbilt questionnaires/Umbrella questionnaires

Pupil progress meetings are held termly between Senior Leadership, class teachers and the SENDCo to review children's progress and determine key priority groups for intervention in the next half term.

## 3. What level of support will my child receive?

The level of support your child receives will depend on their needs. The Inclusion Team offer 'drop-in sessions' to all parents of children receiving additional support. At this meeting we will discuss the support your child has received in the current term and whether they will need continued support in the following terms. The Inclusion Team will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure continual progress. At Hollymount School we have Teaching Assistants (TAs) working within the class to support individual children and/or small groups.




We follow the 'Graduated Approach' for supporting children with SEND. Through the 'assess, plan, do review' cycle we ensure we are identifying the best way of meeting the needs of all our learners to allow for adequate progress to be made.

www.worcestershire.gov.uk/graduatedresponse

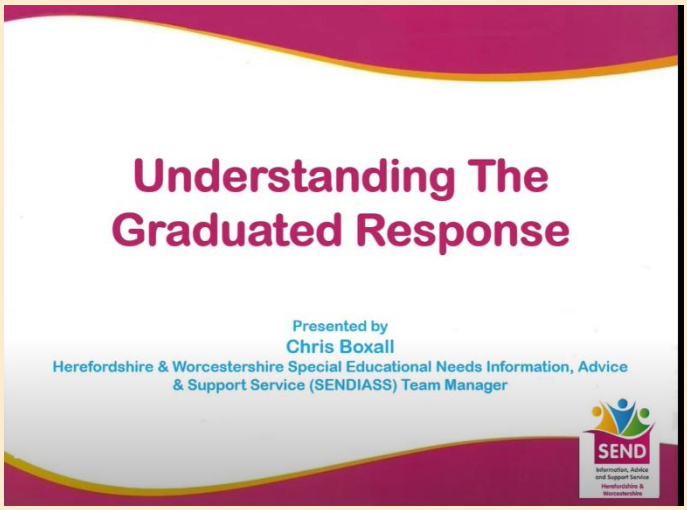
**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Individual Provision Map and will form the basis for termly review meetings, which could involve Parent/Teacher Consultations and Children/Staff conversations.

**Do** – providing the support for learning or learning aids in order for the child to make progress – as set out in the Individual Provision Map.

**Review** – involves measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved – learner, their parents or carer, teacher and SENDCO – contribute to this review. This stage then informs the next cycle, if necessary.

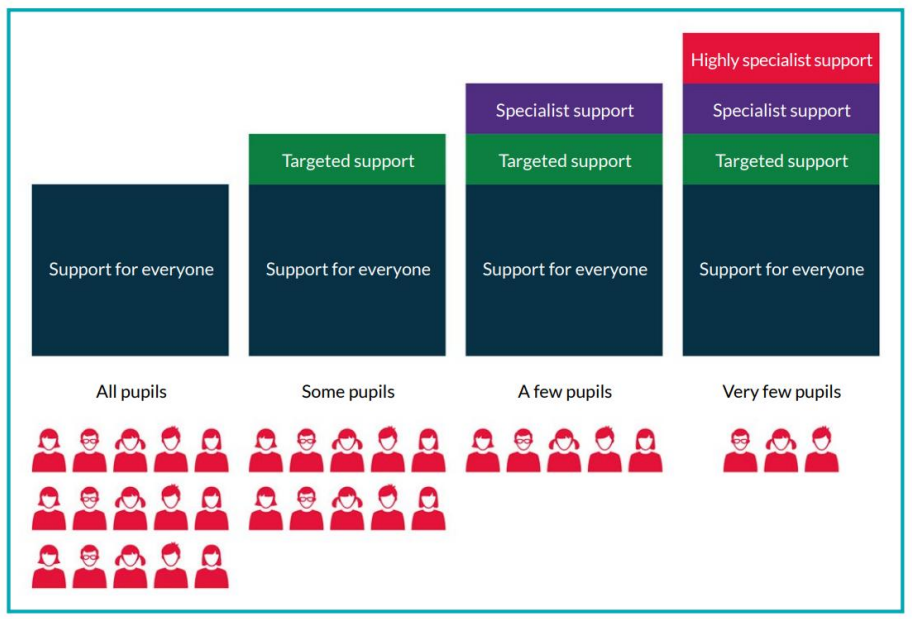
Where a child continues to require significant, highly individualised support despite targeted interventions and graduated provision, the school may consider requesting an Education, Health and Care (EHC) Needs Assessment. In line with Worcestershire's expectations, requests for an EHC Needs Assessment should normally be supported by evidence demonstrating that a graduated response has been implemented, monitored and reviewed over at least two terms through the Assess, Plan, Do, Review cycle. This evidence should show the child's needs, the support provided, and the impact of interventions over time before consideration is given to an EHCP.




**SEN Support**

The SEN Support for each child will be different because it is designed to meet the needs of that particular child. If a child is identified as having Special Educational Needs, you will be advised by the class teacher and invited to a meeting with the class teacher to agree targets. These targets will form part of an individual learning plan and will include details

of the intervention and arrangements needed to support participation and progress. Learning plans are reviewed regularly, and decisions made on how much progress has been made, what new targets are needed and what additional provision children need. Parents and children are fully involved in this process.




www.worcestershire.gov.uk/graduatedresponse

**Education Health Care Plan (EHCP)**

Some children are supported in mainstream schools with an EHCP (previously known as a Statement of Educational Needs). EHCPs give details of specific individual provision which may include a higher level of support and/or specialist intervention, which cannot reasonably be provided from resources already within school. EHCPs are reviewed annually with parents.

## 4. How will I know how my child is doing and how I can support my child's learning at home?

At Hollymount School, we believe it is vital that parents work closely with the school in order for their child to achieve their learning potential.

Parents are given the opportunity to attend termly meetings to discuss their child's progress with their class teacher. These meetings will give you the opportunity to discuss your child's progress, any concerns you may have and also how you can support your child's learning at home. 'Parent planners' are sent home at the beginning of each term, detailing what your child will be learning and how you can support this at home.

If your child receives additional support for their learning, then an Individual Learning Plan (ILP) will be created (collaboratively with yourselves, your child, class teacher and SENDCo). The ILP outlines any difficulties that your child may have, what support and provision your child will receive, and the targets that your child is working towards. Class teachers will provide strategies and activities to be completed at home. Learning Plans are updated on a regular basis by adults working with your child, and we actively encourage you to be part of the assess, plan, do review process and contribute to the ILP.

If we feel that a referral to an outside agency is required to support your child's specific need, we will discuss this with you before making a referral. Outside agencies will observe and work alongside your child in school and then report on any additional strategies and support that can be implemented. A copy of this report will be sent home and discussed with you.

Copies of your child's ILP will be sent home regularly detailing their targets and the support and strategies being used within school to enable them to achieve their next steps.

Throughout the year every class at Hollymount run '**Inspire Workshops**' and **'DEAR Workshops'**. Inspire workshops are based on the theme/topic of that term and this is a practical and fun opportunity to discover what your child has been learning about. DEAR workshops focus on reading and provide an opportunity for parents and carers to come into class to share a book and undertake some reading activities with their child.

## 5. How do you involve my child in their learning?

At Hollymount we believe that it is important to involve children in their learning and value their views and ideas.

Children who require additional support will have an ILP. Class teachers discuss with children their targets and the provision that will allow the targets to be achieved. Children are

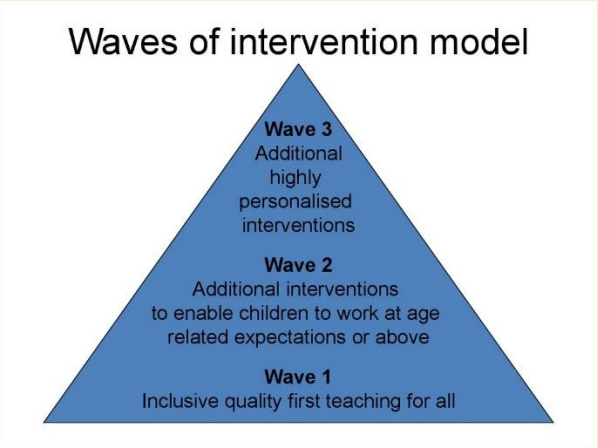
encouraged to take an active role in their learning and access a wide range of resources to support their learning.

Following Pupil Progress Meetings, children have the opportunity to discuss their views on their learning. Children are encouraged to identify what they are good at, and any areas where they feel they still need support. During annual reviews of Education Health Care Plans, children are asked to contribute about their learning and school experiences.

Throughout the academic year, pupils' views are sought regarding a range of key areas including bullying, safety and learning.

## 6. What support is available to my child?

At Hollymount School we ensure that our teaching and learning for all pupils reflects the Local Authority's 'Ordinarily Available' document that describes the entitlement of all pupils no matter what school they attend across Worcestershire. The 'Waves of Intervention' model describes how different levels of intervention are used to support children at Hollymount School.




**Wave 1** is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2** outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

**Wave 3** is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

*The following pages highlight the strategies, provision and interventions (at waves 1,2 and 3) that children receive at Hollymount School across the different areas of SEND.*

## Communication and interaction

| Wave 1<br><br>(Quality inclusive teaching for all children) | Wave 2<br><br>(Specific, additional interventions for some children) | Wave 3<br><br>(Targeted support) |
|---|---|---|
| Differentiated curriculum planning, activities, delivery and outcome. e.g. simplified language, short simple instructions<br><br>Clear success criteria and learning outcomes displayed<br><br>Increased visual aids/modelling inc. Widget<br><br>Visual timetables<br><br>Signalong<br><br>Structured school and class routines.<br><br>Opportunities for talk (partnered/group)<br><br>Language Link - Receptive screening programme (Reception children only)<br><br>Access to talking tins, postcards | Individual Provision Maps<br><br>SLCN pathway<br><br>Speech and Language intervention groups (seeking guidance and support from Speech and Language therapists)<br><br>'Language Link 'intervention<br><br>'Listening skills' interventions delivered by specialist speech and language TA.<br><br>Pre –teaching of specific topic vocabulary<br><br>Individual timetable/ now and next board<br><br>Task management boards<br><br>Pastoral workers to support reading/phonics/communication skills<br><br>Communicating Print symbols for specific topic based vocabulary. | 1:1 speech and language support<br><br>Individualised workstations<br><br>EHCP, if required<br><br>SALT support to implement recommendations and advice<br><br>SLCN pathway |

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| Use of a variety of different ways for pupils to respond in class other than oral responses to show their thinking<br><br>Give cues/gesture/re phrase if instruction or concept is not understood<br><br>Extend vocabulary through Word Aware<br><br>Use of ICT to record including podcasts, films, showbie and book creator<br><br>Emotions boards/ key rings, fans<br><br>Working walls – English, Maths, phonics, topic<br><br>Good listening visuals displayed and used in each classroom<br><br>Attention and listening games (Time to Talk, teaching children to listen)<br><br>Increased modelling through 'my turn your turn'<br><br>Talking tins/postcards<br><br>Language Link assessment<br><br>No Pens Wednesday events – focus on speaking and listening | | |

## Cognition and Learning

| Wave 1<br><br>(Quality inclusive teaching for all children) | Wave 2<br><br>(Specific, additional interventions for some children) | Wave 3<br><br>(Targeted support) |
|---|---|---|
| Differentiated curriculum planning, activities, delivery and outcome. Matched Learning<br><br>Effective feedback<br><br>Increased visual aids/modelling including Widget<br><br>Multi-sensory approaches<br><br>Use of practical and real-life examples<br><br>Visual timetables<br><br>Pre-teaching of specific concepts/vocabulary<br><br>Use of writing frames<br><br>Key vocabulary lists/word mats<br><br>Additional thinking time<br><br>Use of ICT programmes – Numbots, Oxford Owl | Literacy Intervention including: Phonics interventions<br><br>Yes I can Read<br><br>Better readers<br><br>Colour overlays<br><br>Writing slopes<br><br>Reading rulers<br><br>Pastoral workers to support reading/phonics/communication skills<br><br>Also:<br>Maths interventions<br><br>Individual Learning Plan | Highly adapted/personalised curriculum for children who have an EHCP<br><br>Educational Psychologist support and guidance<br><br>Social Stories<br><br>LST support and guidance<br><br>1:1 support<br><br>Application for an Education Health Care Plan<br><br>1:1 support for phonics<br><br>Support from Educational Psychologist – cognitive ability assessments<br><br>Dyslexia pathway |

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| Flipped Learning<br><br>Working walls<br><br>Read Write Inc programme<br><br>Word Aware<br><br>Access to a range of concrete apparatus (e.g. Numicon, Base 10)<br><br>Use of equipment such as number squares/number lines<br><br>Build on and consolidate understanding of basic concepts<br><br>Whole class/small group teaching<br><br>Use of different individualised teaching approaches according to needs | | |

## Social, Mental and Emotional Health

| Wave 1<br>(Quality inclusive teaching for all children) | Wave 2<br>(Specific, additional interventions for some children) | Wave 3<br>(Targeted support) |
|---|---|---|
| Whole school behaviour policy<br><br>Whole school/class rules including zone boards, stickers<br><br>Class/School reward systems including house points<br><br>Successful Learner assembly<br><br>Time to think areas within the classroom<br><br>PSHE - Circle times<br><br>Emotions boards/ key rings, fans (depending on age of child)<br><br>Different activities/ areas available during lunchtimes supported by pastoral assistants<br><br>Restorative approach to dealing with behaviours and solutions<br><br>Growth mindset- whole school approach | Pastoral assistants<br><br>'Calm boxes'<br><br>Friendship groups<br><br>'Catch me charts'<br><br>Additional 'Transition' for Yr 6 pupils moving to high school<br><br>ABC Behaviour Logs / Charts<br><br>Social Skills Intervention<br><br>Protective Behaviour groups<br><br>Social stories<br><br>Individual Learning Plans<br><br>Pastoral Support Plan (PSP)<br><br>'Check ins' | Play therapy<br><br>Social stories<br><br>'Calming area' inside the classroom<br><br>1:1 support<br><br>Referral to CAMHS (Child and Adolescent Mental Health Services)<br><br>Support from BST (Behaviour Support Team)<br><br>Support from Educational Psychologist<br><br>Application for an Educational Health Care Plan |

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| Anti-bullying week<br><br>Attachment training for all staff<br><br>Achievement for All and vulnerable learners programme<br><br>Social, Emotional and Mental wellbeing toolkit used and embedded with practice<br><br>Emotion Coaching<br><br>Restorative behaviours/justice embedded throughout the school | | |

**Sensory and Physical needs**

| **Wave 1**<br><br>**(Quality inclusive teaching for all children)** | **Wave 2**<br><br>**(Specific, additional interventions for some children)** | **Wave 3**<br><br>**(Targeted support)** |
|---|---|---|
| ICT is used to increase access to the curriculum where appropriate.<br><br>Wide range of sports activities (including gymnastics and swimming)<br><br>Finger gym activities<br><br>Handwriting programme 'Think write'<br><br>Alternative ways of recording – including flow charts, mind mapping, use of ICT<br><br>Variety of writing equipment in each classroom e.g. rulers, pencils, scissors, pens, pencil grips, writing slope/A4 file<br><br>Use of Century Gothic<br><br>Use of coloured background especially when using the whiteboard (making sure it is not white to prevent glare) | Jimbo Fun Box<br><br>Children have access to writing slopes<br><br>A variety of different types of pencil grips are provided<br><br>Move and sit cushions<br><br>Access to particular equipment such as easi-grip scissors, fidget aids, pencil grips, move n sit cushions, sound field hearing system as recommended by specialists<br><br>Individual Learning Plan<br><br>Dyspraxia pathway | Physiotherapy programmes followed when recommended<br><br>Occupational Therapist support and recommendations implemented and support provided within school<br><br>1:1 support (as required)<br><br>Individual support for toileting (as appropriate, and intimate care plans)<br><br>Modified equipment as recommended by specialists<br><br>Application for an Educational Health Care Plan<br><br>Support from Educational Psychologists<br><br>Implementation of sensory diets |

## 7. Who will support my child's progress?

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| Class teachers | Each class teacher is responsible for:<br>Adapting and refining the curriculum to respond to strengths and needs of all pupils.<br>Checking on the progress of your child and identifying, planning and delivery of any additional support.<br>Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.<br>Applying the school's SEND policy. |
| Inclusion Manager/ SENDCos Laura Montgomery And Sarah Williams | The school's SENDCo is responsible for:<br>Coordinating provision for children with SEND and developing the school's SEND policy.<br><br>Ensuring that parents are:<br>Involved in supporting their child's learning and access.<br>Kept informed about the range and level of support offered to their child.<br>Included in reviewing how their child is doing.<br>Consulted about planning successful movement (transition) to a new class or school.<br><br>Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.<br><br>Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. |
| Headteacher: Darren Davies | Responsible for:<br>The day-to-day management of all aspects of the school, including the provision made for pupils with SEND. |
| SEN Governor: Sophie Gething | Responsible for:<br>Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school. |

***Further information about roles and responsibilities can be found in the school's SEND policy**

## 8. How will the teaching be adapted for my child with SEND?

Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Learning is planned so that it is matched to each child's stage and level of development. Daily planning takes into account individual pupil's needs and requirements. Matched Learning is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning with increasing independence. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all and to provide good role models.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

**National Award for SEN Coordination**
The Inclusion Manager is a fully qualified teacher and has completed the National Award for SEN Coordination (2015).
The other SENDCo is a fully qualified teacher and has completed the National Award for SEN Coordination (2023)

**Communication TAs:**
We have nominated a teaching assistant (Miss Maxwell) to become our 'Communication TA' within school. She attends termly training to support the development of SLCN.

**Play Therapist:**
Mrs McGorman is a qualified play therapist who provides play therapy once a week at Hollymount School. Play Therapy uses a variety of play and creative arts to support children's social, emotional and mental health, that may be causing behavioural problems and/or are preventing children from realising their potential.

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEND. This will improve outcomes for all children's communication and interactions, ensuring an inclusive teaching and learning environment.

Our SENDCo actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

## 9. How will I know my child is making progress?

Your child's progress will be continually monitored by his/her class teacher. Their progress will be reviewed formally with the Deputy Head teacher and SENDCo every term in reading, writing and maths during pupil progress meetings.

In EYFS children's progress is tracked using the 'Learning outcomes' and then assessed at the end of Reception against the Early Learning Goals. Children who require additional

support are monitored using the 'Worcestershire Early Support' documents. Children are assessed using Language Link as they enter Reception class and then retested at the end of the year, and their progress measured. At the end of key stage 2 (i.e. at the end of year 6), all children are required to be formally assessed, and the key stage 2 Standard Assessment Tests (SATS) are used.

Pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Regular book scrutinies, lesson observations and learning walks will be carried out by the SENDCo and other members of the Senior Management Team to ensure that the needs of **all** children are met and that the quality of teaching and learning is high (see Assessment Policy).

ILPs are reviewed regularly by the class teacher and parents are kept informed with the progress their child is making. This is an ongoing process throughout the academic year. When children participate in an intervention, they are assessed at the beginning and end of the intervention to show the impact it has had on individual children's learning.

The progress of children with an EHCP will be formally reviewed at an Annual Review with all adults involved with the child's education.

## 10. How is extra support allocated to children?

Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

The school budget includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within the school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## 11. What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Hollymount School have developed our own 'Core values' that are embedded into all aspects of school life.

All staff at Hollymount appreciate the importance of young people having high self-esteem and other appropriate social and emotional skills. Children need to achieve positive wellbeing to be in a position to maximise learning opportunities. A child's wellbeing is supported at different levels and in a variety of ways:

- Whole school house point system
- Restorative approach to dealing with conflict and resolution
- PSHE/circle times
- Play Therapy
- Friendship groups
- School council – each member of the school council is an ambassador and responsible for different areas including communication, e-safety, and friendship.
- Positive Behaviour approach – Each class has a Star Reward Jar, which children add to for behaviour
- Praise/celebration assemblies

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the Pastoral Leads/SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, Behaviour Support Team and/or Educational Psychologist.

Behaviour

As a school we have a very positive approach to all types of behaviour, with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

The school has five school rules to promote good relationships, so that people can work and play together in a supportive manner

* We follow instructions the first time of asking

* We work and play without hurting or disturbing others

* We listen without interruption, respecting others, their values and opinions

* We look after our school environment and everyone's property

* We move around school safely and stay in safe places

At Hollymount School, incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach **(see Behaviour Policy).**

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Play therapy
- Emotion coaching
- Friendships/social skills groups
- Protective behaviour workshops
- Lunchtime and playtime support through planned activities and groups.
- Interventions promoting self-esteem (through BST/EP)

For pupils with medical needs:

- A detailed Care Plan, compiled with support from the school nurse in consultation with parents/guardians may be written. These are discussed with all staff who are involved with the child.

- Staff may receive specialist training delivered by the school nurse.

Attendance and punctuality

Attendance of every child is closely monitored by the Senior Leadership Team (SLT). Attendance and punctuality are actively encouraged throughout the school and rewarded on a termly basis.

## 12. How will my child be included in activities outside the classroom including school trips?

All school trips require a risk assessment. For children with significant needs, they may require an individual risk assessment involving parents to ensure that they are able to take part in the trip successfully.

During lunch times, children can choose different areas and activities for example quiet areas in the library, games in the hall to games outside on the playground and field.

Pastoral assistants are present at each activity to provide additional support and guidance.

All children can access a range of after-school clubs that can be found on the school's newsletter.

## 13. What happens when my child changes class/leaves Hollymount School?

Children and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When entering EYFS

- Parents are offered home visits from EYFS staff
- Parents and children are invited to 'Stay and Play' mornings before entering EYFS
- Learning journeys are shared between settings to build on children's prior learning.
- Extra transition can be arranged if required.

When transferring from KS1 to KS2:

- During the summer term a timetable of visits and class swaps allows all children to meet their new teacher and spend time in their new classroom.
- Class teachers meet regularly and swap classes to enhance their knowledge of the children.
- When required children create 'passports' and 'photo books' to take home over the summer to remind them of their new classroom and teacher.

When moving to another school:

- We will contact the school SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals
- We will ensure that all records are passed on as soon as possible
- Children create their own passports for their new teacher telling them about themselves.
- Transition groups such as 'Moving on up' are arranged and run by the Behaviour Support team for children who have additional concerns about moving to high school.

**In some cases, additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.**

## 14. Working with outside agencies

Hollymount School works in a collaborative partnership with many different agencies. This means that your child may receive specialist and targeted support to meet their needs both in and out of school. The class teacher and/or SENDCo will discuss this with you and will gain your consent before any referrals are made.

We hold regular (on a termly basis) meetings with outside agencies to monitor the support put in place, review the progress that has been made and make any changes to the provision already in place.

Listed below are some of the outside agencies with whom we work collaboratively:

- Worcester Special Educational Needs Team
- Child and Adolescent Mental Health Service (CAMHS WEST)
- Visual Impairment Service
- Educational Psychologists (EPs)
- Hearing Impairment Service
- Speech and Language Team (SALT)
- Behaviour Support Team (BST)
- Learning Support Team (LST)
- CCN Team
- Physiotherapist
- Occupational Therapist (OT)
- Pediatricians
- School Nurse
- Family Support Worker

**LEARNING SUPPORT TEAM (LST)**

LST regularly visit Hollymount School and provide support that includes:
-assessing and working with pupils to provide personalised provision.
- providing advice and recommendations for class teachers to implement
-delivering staff training

**Child and Adolescent Mental Health Service (CAMHS WEST)**

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

**EDUCATIONAL PSYCHOLOGIST (EP) – Dr Julie Harvey**

The Educational Psychologist regularly visits Hollymount School to provide support that includes:

-Observing pupils in the classroom environment

-Assessing children dependent on their individual needs

-Discussions with parents

-Discussions with class teacher to provide and support the implementation of additional strategies/provision.

**HEARING IMPAIRMENT TEAM & VISUAL IMPAIRMENT TEAM**

The HI/VI teacher can provide support, advice and direct teaching (when required). They will work closely with schools and provide training in order to ensure pupils with a hearing/visual impairment have the appropriate resources and support needed to enable full access to learning

**OCCUPATIONAL THERAPY (OT)**

Occupational therapists help to reduce a child's difficulties and improve their ability to learn, socialise and play. They support class teachers to find ways to overcome any problems they experience when participating in day-to-day activities. They will work closely with the child, parents and teachers to develop practical strategies and approaches that be become embedded in school and at home.

**SPEECH & LANGUAGE THERAPY - named therapist Charlotte Heskey**

The Speech and Language team regularly visit Hollymount School to provide a wide range of support that includes:

-Observing pupils in the classroom environment
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school / or home to work on with the children
- Delivering parents workshops

**Behaviour Support Team (BST) – Wendy Allen**

BST support Hollymount School in a range of ways that include:

-observing individual pupils and providing additional strategies to implement within class.

-recommend additional interventions that could take place

-deliver direct teaching/interventions with children, this can include targeted work around transition, classroom skills and protective behaviours.

**Family Support –**

Family Support offer practical help and emotional support to families experiencing short or long-term difficulties. These can include: behaviour and social interactions, establishing routines, education and learning, bereavement and many offers difficulties that families may face.

To access family support parents can refer via www.worcestershire.gov.uk/info/20643/the_family_hub

**Complex Communication Needs Team (CCN)**

The Autism/ Complex Communication Needs team are qualified specialist teachers and specialist practitioners with vast experience of addressing the needs of children and young people on the autism spectrum from early years to higher education.

The team supports teachers to meet the individual teaching, learning and wellbeing needs of students with autism in their educational setting.

**SCHOOL NURSE – Jane Craske**

The School Nursing team can provide a range of services or signpost you to other professionals.

www.hacw.nhs.uk/services/service/school-health-nursing-15

The Worcester team can be contacted on 01905 520032 or alternatively school can contact on your behalf.

You may also be referred to the School Nurse via your GP.

Occasionally school will also hold sessions for parents to come and discuss any health concerns and create Health Plans when required. We also have access to a range of other Specialist Nurses should they be required.

## 15. Handling Complaints

We value working closely with parents and carers and will always aim to resolve any concerns as quickly as possible. If you have a concern about the support or provision in place for your child, we recommend following the steps below:

1. Speak to your child's class teacher or the SENDCo first.
   Most concerns can be resolved quickly through informal discussion and partnership working.
2. If the concern is not resolved, contact the Headteacher.
   The Headteacher will work with you to try to find a suitable resolution.
3. If you wish to make a formal complaint, this can be done through the school's Complaints Policy. A copy of the policy is available on the school website or from the school office. Complaints-Policy-2025.pdf
4. If you remain dissatisfied after following the school's complaints procedure, you may refer the matter to the Governing Body.
5. Independent advice and support is available from the Herefordshire and Worcestershire SEND Information, Advice and Support Service (SENDIASS), which provides free, confidential and impartial guidance for parents, carers, children and young people.

**We are committed to ensuring that all concerns about SEND provision are listened to carefully, investigated promptly and addressed fairly and respectfully.**

Hollymount School's Information report for SEND has been written in line with the following:

- SEND Policy
- Inclusion Policy

- Behaviour Policy
- Safeguarding Policy
- Worcestershire local Offer: 'Ordinarily Available'
- Worcestershire's 'Graduated Response'

## 16. Accessibility and Equality Act Duties

The school welcomes applications from disabled pupils and pupils with SEND. Admissions are managed in accordance with the school's Admissions Policy and the Equality Act 2010. Admissions-policy-2027-28.pdf

We are committed to ensuring that disabled pupils are not treated less favourably than their peers. Reasonable adjustments are made to teaching and learning, assessment, activities, the curriculum, educational visits, wider school life and school routines wherever required.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Hollymount School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

**All teachers are teachers of SEND pupils and as such provide Quality First Teaching which takes account the individual needs of pupils with SEND within the classroom.**

The school's ***Accessibility Plan*** can be found on the school website and outlines our plans for:

- Improving participation in the curriculum
- Improving physical access
- Improving access to information
- Improving wheelchair access;
- Improving disabled toilets;
- Improving ramps;
- Improving accessible parking;
- Improving medical facilities;
- Improving quiet/sensory areas.

## Further Information

If you require more information or clarification, please visit the school's website where all policies can be found:

**www.hollymountschool.org**

**To view the Worcestershire County Council Local Offer for SEN:**
**http://www.worcestershire.gov.uk/thelocaloffer**

**To contact the Worcestershire County Council Local Offer for SEN:**
**localoffer@worcestershire.gov.uk**

**To view Worcestershire's Graduated Response:**

**The SEND Graduated Response | Worcestershire County Council**

**The SEN Code of Practice can be viewed at**
**https://www.gov.uk/government/publications/send-code-of-practice-0-to-25**

**Herefordshire and Worcestershire SENDIASS** provides free, impartial, and confidential support for families with children and young people (aged 0–25) with special educational needs and disabilities. You must contact the office corresponding to your local authority area.

**Worcestershire Contact Details**

- **Phone:** 01905 768153
- **Email:** sendiass@worcestershire.gov.uk
- **Opening Hours:** Monday to Friday, 8:30am to 4:00pm (24-hour answerphone service available)

# SEND Glossary

**SEND**
**Special Educational Needs and Disabilities**. A term used to describe children and young people who need additional support to learn.

**EHCP**
**Education, Health and Care Plan**. A legal document outlining a child's special educational needs, the support required, and expected outcomes.

**ILP**
**Individual Learning Plan**. A personalised document setting out targets, support strategies and interventions for a pupil.

**APDR**
**Assess, Plan, Do, Review**. The graduated approach used to identify needs, implement support, and evaluate its effectiveness.

**CAMHS**
**Child and Adolescent Mental Health Services**. NHS services that support children and young people with emotional, behavioural and mental health difficulties.

**SALT**
**Speech and Language Therapy/Therapist**. Support for children with speech, language and communication needs.

**EP**
**Educational Psychologist**. A specialist who assesses learning, behaviour and emotional needs and advises schools on effective support strategies.

**BST**
**Behaviour Support Team**. A service that helps schools support pupils with behavioural, social or emotional difficulties.

**LST**
**Learning Support Team/Teacher**. Staff who provide additional educational support and interventions for pupils with SEND.

**CCN**
**Complex Communication Needs**. Significant difficulties with understanding or expressing communication, often requiring specialist support.

**SEMH**
**Social, Emotional and Mental Health**. One of the four broad areas of SEND, relating to emotional wellbeing, behaviour and mental health.

**SENDIASS**
**Special Educational Needs and Disabilities Information, Advice and Support Service**. An independent service providing information and guidance to parents, carers and young people.

**QFT**
**Quality First Teaching**. High-quality, inclusive classroom teaching that meets the needs of all learners.

**SATs**
**Standard Assessment Tests**. National curriculum assessments taken by pupils in primary schools, usually at the end of Key Stage 1 and Key Stage 2.

**RWI**
**Read Write Inc.** A structured phonics programme used to teach early reading, writing and spelling skills.

**OT**
**Occupational Therapist/Therapy**. A professional who helps children develop the physical, sensory and functional skills needed for everyday activities and learning.