

Special Educational Needs (SEN) Information Report

SEN Co-ordinator: Mrs Reilly (Mrs Haynes Jan 2015-Jan 2016) tel 0114 2553717

The Holt House ethos is that we meet children's individual needs, whatever they are. We provide for all types of SEN of which the broad areas are:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health difficulties
- Sensory and/or physical needs.

Admission of children with SEN

The Local Authority admits pupil to the school according to its own admissions policy

Children who have Education, Health & Care plans which name Holt House are given priority.



Assessment

All children are assessed on entry. We use the Development Matters Ages and Stages to assess children on entry to the Early Years Foundation Stage and we use national curriculum assessment grids in Key Stage 1. These assessments tell us how well a child is attaining according to age-related expectations.

If a child is attaining below their age related expectation in any area then the first thing that will happen is that their teacher will provide activities which are at the right level for the child (this is called differentiation). Children's progress will then be monitored by the classteacher. Most children will make progress if the work provided by their teacher is matched to their needs and they receive some extra support from their teacher or teaching assistant (this is called quality first teaching). Some children have the opportunity to access a catch-up (intervention) programme for a few weeks.

If a child isn't making progress, or isn't making enough progress, then the teacher will consult the school's SEN co-ordinator (SENCO). The SENCO may advise the teacher to carry out some further assessments, such as a reading test, or the SENCO may advise referring the child to a more specialist professional, such as our external learning support teacher or the speech and language service. Sometimes we involve health or social care, if we think that would be helpful. We then put more specialised plans in place to meet the needs of the child. This is when we say that a child has Special Educational Needs – *a child is receiving provision different from or additional to that normally available to pupils of the same age.*

For one or two pupils an Education, Health and Care needs assessment will be appropriate. This is a statutory process about which parents will be fully informed.

Involving Parents and Carers

Everyone:

- is asked about their child's needs when their child starts at Holt House
- has the opportunity to come into school every morning with their children

- has a home school diary in which they can write messages to the classteacher and receive a reply
- in KS1 has a home activity book with a weekly parent feedback sheet
- can telephone or email the school with any concerns or queries
- who uses the breakfast or after school club can leave messages with the club staff, who all work in the school
- is invited to parents and carers meetings in the Autumn and Spring terms
- is invited to a celebration of work afternoon in the Summer
- receives an annual report
- is invited to school events.

Some parents:

- whose child is receiving extra support in class are informed about it at the first pupil progress meeting in the Autumn
- whose child is chosen to go on a catch-up programme will know because the teacher will write it in the child's home-school diary
- may notice things at home that we do not observe at school and it's really important that they tell their child's teacher about these things.

A few parents:

- whose child needs more specialised support, because they have SEN, will be invited to have **planning meetings** in school with the SENCO, classteacher and any specialist staff involved, to decide how best to meet their child's needs. These meetings happen at least once a term and more often, if needed.

Children who are looked after by the local authority will have planning meetings as a matter of course, these may be more frequent if they have SEN.

Involving Children who have SEN

Before each planning meeting a member of staff will talk to each child with SEN and find out their views. They might ask about what the child finds easy or hard, who the child goes to for help, what the child would like help with next, what the child likes doing etc.

Everyday, all the staff who are working with children with SEN are observing them and listening to them. They are alert to children's feelings and report any changes to the SENCO and the parents.

Planning Meetings with Parents

First Planning Meeting:

- At the first meeting everyone in attendance, including the parents, will contribute to an **assessment** of the child's needs. The views of the child which will have been gathered by a member of staff will be included.
- Next, everyone agrees on a **plan** for how best to meet the child's needs. This will include agreed actions for everyone (including parents), the expected outcomes from the actions and by when they should happen.
- After that everyone goes to **do** the things that have been agreed.

Second Planning Meeting:

- This starts with a **review** of the plan to see how successful it was.
- The **assessment** is then reviewed to see if anything needs to be added or changed
- A new **plan** is agreed
- Everyone leaves to **do** what has been agreed.

Planning meetings are then repeated until either the child leaves school, or they are no longer needed.

Transition to Junior School

The SENCO from the junior school attends the last planning meeting at Holt House before the child leaves to plan everything that needs to happen to ensure a successful transition to junior school.

Possible Plans for Children with SEN

At Holt House we are very flexible and will do our best to put in place whatever a child needs, so they are not treated less favourably than other pupils. This could include:

- A sensory approach to learning
- More practical activities
- Smaller learning steps
- Extra help/supervision from a member of staff
- Small group or one to one work
- Different resources or facilities
- Visual timetable
- Work station

All staff are experienced and trained in meeting children's SEN. When needed, specialist training is arranged so that a child's plan can be delivered.

A Whole School Approach

At Holt House we have a whole school approach to SEN, it is part of our strategic plans every year. The progress of children with SEN is evaluated; it is on our school development plan and a part of staff performance management.

As part of our whole school approach:

- We make sure that adjustments are in place so that children with SEN can access all the activities available in school. We may provide additional resources or support, or we may adapt the activity to make it accessible.
- We provide high quality support for improving everyone's emotional and social development using the weekly support of specialist staff from Conflict Resolution Education in Sheffield Schools Trust (CRESST).
- We have a rigorous reporting and monitoring system for bullying and investigate any complaint seriously.

Access Facilities

There are lifts for wheelchairs as each end of school and level access to classrooms at the rear of the building. For children with interaction & communication needs we use visual timetables, communication in print labelling and Makaton sign language.

Complaints

Should parents of children with SEN have any complaints about the provision for their children, they should contact either the SENCO or the headteacher. If their complaint is not resolved then they should follow the school complaints procedure, available from the school office and the school website.

The Local Offer

The School's contribution to the local offer can be found at:



Holt House Infant School 2014-2017

Accessibility Plan	
September 2014	
Pupils disabilities	Children have sensory, physical or communication and interaction needs.
Parental preferences	<ul style="list-style-type: none"> • To have the curriculum adapted to meet their child's needs. • To have the right equipment in school so their child can access the curriculum. • To have the specialist staff in school to meet their child's medical needs. • To have good physical access to the school.

	What do we want to do?	How are we going to do this? Who will do this?	How will we know we are successful?
Action 1	Increase the extent to which disabled pupils can participate in the school's curriculum.	Classteachers in partnership with the SENCO: <ul style="list-style-type: none"> • to provide personalised learning programmes with individualised timetables and specific activities • Take and implement advice from external professionals eg occupational therapist • Ensure that there is enough flexibility in all planned activities so that every child can access them Governors to: <ul style="list-style-type: none"> • Identify funding for pupils with SEND • Recruit suitably qualified and experienced staff Headteacher to: <ul style="list-style-type: none"> • Provide specific training for staff 	Participation rates are increasing.

		<ul style="list-style-type: none"> • Monitor participation rates 	
Action 2	Improve the physical environment of the school.	<p>Governors resources committee to:</p> <ul style="list-style-type: none"> • Provide wheelchair access from every classroom to all the outdoor areas • Provide an extra gateway in the fence to improve wheelchair access • Continue to lobby the local authority to repair the access road to school so that wheelchair users can self-propel themselves to school. • Monitor the extent to which disabled pupils are able to take advantage of what is on offer 	The extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, is increasing.
Action 3	Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.	<p>Headteacher and/or SENCO</p> <ul style="list-style-type: none"> • Lobby the local authority to provide equipment for sensory impaired pupils eg radio hearing aid <p>Classteachers to:</p> <ul style="list-style-type: none"> • Alter physical access to computer workstations so there is room for wheelchairs • Provide visual timetables and communication in print labels for children with communication and interaction needs • Deliver individual children's speech and language plans <p>All staff to:</p> <ul style="list-style-type: none"> • Use Makaton signing as appropriate • Take account of children's speech and language plans when talking to children 	<p>Disabled pupils are able to access all information.</p> <p>Successful communication with children who have communication and interaction needs.</p>