



Holly Trees Primary School

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A member of the Brentwood Collaborative Partnership

The SEND Information Report for Holly Trees Primary School regarding:
The New Special Educational Needs and Disabilities (SEND) Code of Practice
(September 2014)
One Planning
Education, Health and Care Plans (EHCP)

School Ethos for All	<p>At Holly Trees we value and recognise the qualities of every individual. We believe in nurturing and celebrating every aspect of an individual's personality and achievement. We develop confident, caring, enquiring individuals who are prepared to move happily into new situations throughout their lives whilst being aware of their responsibilities towards themselves and others.</p> <p>Everyone should be aware of the importance of leading healthy lifestyles and how to remain safe in everyday activities. It is essential that all individuals are proud of themselves whilst respecting, valuing and celebrating our differences.</p> <p>We will provide a stimulating and vibrant school which values childhood. The environment, which is caring, supportive and safe, gives opportunities to express opinions and thoughts. A planned and purposeful education is provided that gives all children equal access to their curriculum through learning that challenges them and helps them to reach the highest standard possible.</p> <p style="text-align: center;"><i>"A belief that everyone can succeed"</i> Ofsted 2012</p> <p>At Holly Trees Primary School we aim to promote positive learning further for our children with SEND through:</p> <ul style="list-style-type: none">• Ensuring they feel a valued part of the school community• Providing a safe and supportive environment• Having access to a range of teaching and learning strategies to suit their needs• Promoting independence and resilience as a learner, without over-reliance on adult support• Identifying and addressing needs as quickly as possible• Communicating their needs appropriately throughout the school• Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development for example, through attending meetings, Parent-Teacher Consultation appointment, and following up on recommendations made with input at home.• Making effective use of all support services available to us wherever possible. <p><u>Admissions Policy:</u> All school admissions are dealt with by Essex County Council rather than the school. Parents will receive a 'Common Application Form' which must be completed and returned to Essex County Council by the closing date. Alternatively you may apply online at www.essexcc.gov.uk/admissions. For any further information you may call Essex County Council Planning and Admissions on 0845 603 7627.</p> <p>All schools must offer a full-time place for new Foundation entrants irrespective of the term in which they were born. We may use the first three weeks of the Autumn term, or longer if necessary, to have a gradual build-up to full-time attendance depending on the needs of the child and previous experiences through, for example, a pre-school.</p>
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	<p>All children take part in a comprehensive induction programme in the Summer term before they start school. This includes an Induction Evening for parents/ carers and the opportunity to stay with the children while they become comfortable in their new environment.</p> <p>There are two Early Years Foundation Stage classes at Holly Trees Primary School, each having a maximum admission number of 30. In the event of over-subscription, places will be allocated using the following criteria:</p> <ol style="list-style-type: none"> 1. Looked-after children.* 2. Children with a sibling attending the school 3. Children living in the priority admission area. 4. Remaining applications. <p><i>*Looked-after children' or those with exceptional medical circumstances have a priority.</i></p> <p>Parents or carers with children who are moving into the area and are interested in transferring to us from another primary school are also most welcome to come along and tour the school. Once a place has been offered a home visit will be arranged to address any questions or concerns parents or carers may have, to find out any likes or dislikes of the child, important medical information (where required) and to aid the integration process once they are attending the school. New class members are also allocated a 'buddy' during their first few days to show them around, explain school procedures and make them feel at home.</p>
<p>Partnership Ethos with the School</p>	
<p>1. The arrangements for consulting parents of pupils with SEND.</p>	<p>We appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an 'open door' approach where parents are encouraged to maintain close communication links with the class teacher and SENCO, LSAs and Headteacher. We welcome the involvement of parents supporting at home, in class and with specific events or trips.</p> <p>For some SEN pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer – which may be discussed face-to-face with the teacher if necessary.</p> <p>For SA+ / Statemented pupils, meetings take place with the class teacher and the SENCO (Inclusion Leader) – to discuss pupil progress and targets. In due course this will also include the EHCP which will be replacing Statements.</p> <p>Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil.</p> <p>Relevant policies are available from the school website – paper copies can be made available by enquiring at the School Office.</p> <p>Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, Counselling Services, etc. Social Care input is also available where needed.</p> <p>The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</p> <p>The Head Teacher, Inclusion Leader and Learning Support Supervisor are able to signpost parents to various support services such as Optometrists (diagnosing eye defects), Special Needs and Parents (SNAP) etc. should they require this.</p> <p>The Governing Body has a contingent of Parent Governors and as a whole regularly communicates with, and seeks views of parents and pupils. The Inclusion Leader reports to the GB three times a year.</p> <p>There is a specific SEND Governor whose role is to regularly support and challenge the</p>

	<p>Inclusion Leader about the provision for SEND pupils. Parental views are sought via questionnaires and face-to-face at review meetings.</p> <p>The SEND Policy is available on the school website</p>
2. The arrangements for consulting young people with special educational needs about, and involving them in, their education	<p>Pupils are involved in their education plan and are encouraged to contribute their views. Where possible, or appropriate, they are invited to review meetings.</p> <p>Pupils are aware of their individual targets and have ownership of them. This will further develop with the “One Planning” process, providing further opportunities for children to analyse their own learning – strengths, weaknesses, what helps them learn. Depending on individual needs, targets may be set and celebrated in different ways, for example, reward charts, points cards.</p> <p>We aim to provide pupils with a curriculum suited to their educational needs which is rich, varied and enjoyable, using themes to promote a context for learning.</p> <p>Pupils can pass on views about the school via their class councillors who raise them at School Council Meetings.</p> <p>Children are encouraged to talk about their views and needs with the staff.</p>
3. Contact details of the Inclusion Leader	<p>The Inclusion Leader (incorporating the role of a SENCo) Peter Collins, is a full-time post. He is contactable in person by phone or email. 01277 212296 senco@hollytrees.essex.sch.uk</p> <p>He is qualified as both a teacher and SENCo, and part of the Senior Leadership Team. He also regularly meets with teachers, LSAs, Families, pupils, governors and other professionals. Along with the Learning Support Supervisor, Hilda Mehmet, he identifies training needs and opportunities and monitors the quality and impact of interventions. He is responsible for, with the Head Teacher and Governors, determining the strategic development of SEND policy and provision.</p>
4. Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.	<p>The school has an ‘open door’ policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding.</p> <p>A parent’s first port of call is to arrange for a meeting with the class teacher.</p> <p>If necessary, depending on the matter concerned, they would then go to the Headteacher, Deputy Head, SENCo or Learning Support Supervisor.</p> <p>In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy is available in the school office on request.</p>
5. Information on where the local authority’s local offer is published.	<p>The LA’s local offer can be found on the website www.essex.gov.uk or from SENCAN, Goodman House, Harlow – 01279 404502</p>
Identification and early intervention	
6. Information about the school’s policies for the identification, assessment and provision for pupils with SEND, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils. This should also include what additional learning support is available, activities, and emotional support, which is additional to those available for all pupils.	<p>We use on-going formative and cumulative assessment to identify specific needs and aim to address these through adjustment of ‘quality first teaching’, teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, individual and group support.</p> <p>The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation.</p> <p>It is not the school’s role or practice to diagnose specific conditions but we may be able to assist with further support and signposting.</p> <p>Statutory assessment which will be supported by evidence from the school, but can also take place at parental request.</p> <p>Prior to this assessment there will have been interventions and strategies used to indicate areas of difficulty in any area of learning, at which point “One Planning” will help identify targets towards which pupils can work to close the gap.</p> <p>Special Needs pupils who are entitled to the Pupil Premium Grant will receive interventions that meet their needs, in line with the PPG statement.</p> <p>The SEND budget is used to partly fund the deployment of LSAs, equipment and resources, and training and CPD of LSAs.</p>

<p>7. Information on the kinds of SEND provision made in the school.</p>	<p>We currently subscribe to the Brentwood Learning Partnership Association. This gives us access to Speech and Language support, counselling, and a variety of other services which can be tapped into according to need.</p> <p>We currently have access to local authority specialist teachers who have a wealth of experience in areas such as: Autistic Spectrum Disorder, learning and communication difficulties, physiological and neurological impairments, visual impairment. There is no guarantee that the local authority will continue to have people in these positions. We currently have limited access to an Educational Psychologist who may make observations and meet with parents.</p> <p>We have contact with pre-school early support specialists in the Summer Term prior to transition to Holly Trees Primary School, and arrange to visit the children at their pre-school during this time. We liaise with outreach workers from special schools to share strategies, ideas and advice.</p> <p>Staff with specific expertise:</p> <p>Teachers and LSAs receive updates and training depending on the needs of the children. Also, as part of the <i>Brentwood Collaborative Partnership</i>, we have access to and provide expertise in a range of specific areas.</p> <table border="1" data-bbox="574 638 1330 1409"> <tr><td>ADHD</td></tr> <tr><td>Albinism</td></tr> <tr><td>Autistic Spectrum Disorder</td></tr> <tr><td>Behaviour difficulties</td></tr> <tr><td>Bereavement Counselling</td></tr> <tr><td>Cerebral Palsy/Manual handling</td></tr> <tr><td>Counselling</td></tr> <tr><td>Diabetes</td></tr> <tr><td>Downs Syndrome/Makaton signing/Motor and oral dyspraxia</td></tr> <tr><td>Dyslexia</td></tr> <tr><td>Dyspraxia/Motor Control Programme/ Gym Trail and BEAM/Brain Gym</td></tr> <tr><td>EAL (English as an Additional Language)</td></tr> <tr><td>Epilepsy</td></tr> <tr><td>Hearing Impairment/BSL translation</td></tr> <tr><td>Learning difficulties/Removing Barriers to Learning</td></tr> <tr><td>Mentoring (Learning)</td></tr> <tr><td>Pastoral Care</td></tr> <tr><td>Physical impairment</td></tr> <tr><td>Selective Mutism</td></tr> <tr><td>Sensory difficulties</td></tr> <tr><td>Social and Emotional</td></tr> <tr><td>Speech and Language/Narrative Therapy</td></tr> <tr><td>Tuberous Sclerosis</td></tr> </table>	ADHD	Albinism	Autistic Spectrum Disorder	Behaviour difficulties	Bereavement Counselling	Cerebral Palsy/Manual handling	Counselling	Diabetes	Downs Syndrome/Makaton signing/Motor and oral dyspraxia	Dyslexia	Dyspraxia/Motor Control Programme/ Gym Trail and BEAM/Brain Gym	EAL (English as an Additional Language)	Epilepsy	Hearing Impairment/BSL translation	Learning difficulties/Removing Barriers to Learning	Mentoring (Learning)	Pastoral Care	Physical impairment	Selective Mutism	Sensory difficulties	Social and Emotional	Speech and Language/Narrative Therapy	Tuberous Sclerosis
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<p>8. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise with be secured.</p>	<p>The Inclusion Leader regularly attends training. He also keeps up-to-date with current documentation and initiatives.</p> <p>LSAs are currently deployed on a needs basis to classes.</p> <p>Staff members are encouraged to attend CPD courses (Career Path Development).</p> <p>They have a CPD input from the Inclusion Leader as and when required in relation to any changes or amendments to current documentation, or feedback on new initiatives to be deployed in the learning environment..</p>																							
<p>Quality First Teaching and Personalisation</p>																								
<p>9. Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional</p>	<p>All staff are informed of the principles of quality first teaching and their responsibility for teaching all pupils in their class. We differentiate learning in lessons through task, level of support, outcome, and using this to inform further planning. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are 'different from and additional to that of their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use educational facilities of a kind generally provided for others of the same age in mainstream schools', a variety of strategies and interventions may be used, which may</p>																							

<p>support and wider support.</p>	<p>then lead to involvement of external professionals or advice from outside agencies. Parents will be consulted before this happens.</p> <p>Wider support may be required for emotional needs. At this point we would consult with parents first before referring to extended services.</p> <p>Assessment data are analysed to inform all staff and parents about pupil progress. This information is currently used to give verbal feedback and for annual reports as to where your child is working in relation to age expected levels. The data are also used to inform staff about the effectiveness of interventions and next step targets.</p>
<p>10. Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>The LA occupational therapist comes in to undertake an assessment regarding equipment, furniture or access to the building. The Headteacher and Inclusion Leader will meet with parents to discuss particular needs and requirements for individual pupils.</p> <p>Currently, the Local Authority provides some equipment – some items are purchased by the School.</p> <p>The occupational therapists periodically check and maintain equipment they have provided.</p>
<p>11. How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.</p>	<p>The Governing Body demonstrates good financial management, thus the building and resources are fit for purpose and fully inclusive.</p> <p>The Headteacher, Inclusion Leader and Learning Support Supervisor signpost, recommend and instigate links to services to meet identified needs.</p> <p>The Inclusion Leader is in regular contact with a local paediatrician, with the knowledge of parents first, when children are under their care.</p> <p>The SEND Governor visits and reports back to the GB.</p> <p>The Headteacher reports to the GB.</p>
<p>12. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32.</p>	<p>SNAP – www.snapcharity.org – 01277 211300</p> <p>FACE – Families Acting for Change Essex – 01245 608231 info@face-essex.org</p> <p>Local GP surgery</p> <p>Local Library – Brentwood – 01277 264290</p> <p>Children’s Centre – The Ark (Becket Keys) – 01277 374912</p> <p>School Nurse – contact via the School.</p> <p>Families in Focus (Essex) – 01245 353575 www.familiesinfocusessex.org.uk</p> <p>Parent Partnership – 01245 436036 Parentpartnership@essex.gov.uk</p> <p>Brentwood Learning Partnership Association – 01277 699431</p>
<p>13. School arrangements for supporting pupils transferring between stages of education.</p>	<p>Pre-school: The Early Years Specialist teacher team contact us to arrange a meeting, usually in the summer term before the child starts at the school. Parents and other professionals are invited to the meeting. SENCo and relevant staff visit pre-school settings of children with complex needs and liaise with key workers.</p> <p>EYFS teachers prepare for the transition of pupils to Year 1 of Key Stage 1 at an appropriate point towards the end of foundation stage.</p> <p>At the end of KS2 we liaise with the secondary schools about all individuals and arrange additional transition sessions where they are required.</p> <p>Information regarding the special educational needs of Looked After Children are reported to the placing Local Authority termly.</p>