

**SEN Information Report 2018-19**

This SEN Information Report is part of the **The Local Offer**

**The governing body of Holly Park Primary School is responsible for the implementation of the school’s policy for pupils with SEN. As part of this duty the governing body will publish a report outlining how it has complied with this duty. Information will be published, and updated, annually to include any changes occurring during the year.**

**Holly Park is an inclusive school, it continually strives to ensure the best possible provision for all pupils who have Special Educational Needs.**

**Our ultimate aim is for children to be happy, confident and to be supported to achieve their individual potential.**

**We value high quality teaching for all learners and actively monitor teaching and learning in the school. We monitor the progress of all learners and staff continually assess all pupils to ensure that learning is taking place.**

**Holly Park emphasizes the importance of the child and their parents, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions.**

**There is a need to support the child and their parents, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.**

**How we identify SEN**

**The Code of Practice 2014 defines SEN as:**

**‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

**[a] have a significantly greater difficulty in learning than the majority of others of the same age; or**

**[b] have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions’**

**Information and recommendations have been taken from the**

**‘Special Educational Needs Code of Practice for 0 to 25 years 2014’**

Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere including the Children Act 1989, the Equality Act 2010 and the Health and social Care Act 2012.

Gael Birtill SEN Governor

Ann Pelham Head Teacher

Diana Kelly SENCO

The above people can be contacted through the school office:

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Telephone: 02083681434

**Our SEN profile for 2018-2019 shows that we have:**

|  |  |
| --- | --- |
| Education, Health Care Plans | 11 |
| SEN Support | 47 |
|  |  |

**Assessing SEN at Holly Park Primary School**

Teachers, supported by the senior leadership team, will make half termly assessments of progress for all children. Where they are making inadequate progress given their age and starting point they will be given extra support. The identification of SEN is built into the overall approach to monitoring the ongoing progress and development of all pupils.

Therefore after each Pupil Progress meeting or input of data, class teachers and teaching assistants discuss the progress and needs of each individual pupil. From this meeting, targets for further development are set, and any support is re- allocated.

Once a special educational need is identified, four types of action will be taken to put effective support in place, Assess, Plan, Do, Review, this is the graduated approach called SEN Support.

**There will be continuous cycle of meeting the needs of children with**

**SEN:**

* **Assess, the class teacher, working with the SENCO will establish a**

**clear analysis of the pupil’s needs, taking into account progress, attainment and behaviour, the views of the parents, the child and if relevant external support services. This assessment will be regularly reviewed. If external professionals are thought necessary, the SENCO should only contact them, if the parents agree.**

* **Plan, parents must be notified if it is decided to provide a pupil with**

**SEN Support. The teacher and SENCO should agree in consultation with the parent and the pupil, if appropriate, the interventions and support to be put in place along with a clear date for review.**

* **Do, the class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class teacher, they will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved to plan work and assess the impact of interventions. The SENCO will support the class teacher in any further assessments of the child’s particular strengths and weaknesses**
* **Review, the effectiveness of the support and the impact on the child’s progress will be reviewed termly (3x a year) with the parent. The impact of the support provided, along with the views of the pupil and parents should feed back into the analysis of the pupil’s needs. Support will be revised in consultation with the** **parent and pupil.**

If pupils continue to make inadequate progress, despite high quality teaching,

the teacher working with the SENCO, will assess whether the child has a severe significant learning difficulty, then there should be an agreement about the SEN support required to support the child. Targeted support will be given, which must

relate to a clear set of expected goals agreed by all involved with the child.

**Children experiencing any type of learning difficulty will be monitored, work will be differentiated for them by the class teacher and interventions will be used as necessary. If a child continues to make little or no**

**progress, despite support matched to the child’s area of need, the school will involve specialists from outside agencies.**

**If a child is receiving SEN support, the class teacher will meet parents and**

**the child if appropriate, at least termly, to set clear goals and discuss support that will help achieve them, they will review progress and identify the responsibilities of the parent, the pupil and the school.**

**The school will ensure that it is providing good teaching. The quality and appropriateness of the overall provision should be kept under regular review and its impact should be monitored.**

**The school will keep an up to date record of provision and evidence of the impact of the support on progress.**

**The four areas of special educational needs**

Special educational needs can be considered as falling under four broad areas of need;

**Communication and interaction**

**Children with difficulties in this area need help to develop their linguistic competence in order to support their thinking as well as their communication skills. Louise Hurry, the Inclusion assistant has received specific Speech and Language training and works with individuals and small groups using the specific Tool Kit recommended by the Local Authority.**

**Cognition and learning**

**Children with difficulties in this area will learn at a slower pace and will have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. Helen Constantinou, the Children’s Co-ordinator has Specific Learning Difficulty training and works with children who have severe needs. Depending on their individual needs children are also given support by the Learning Support Team, consisting of teaching assistants and support teachers.**

**Social, mental and emotional health**

***Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN***

**Children with difficulties in this area may have problems in their emotional and social development, they will have immature social skills,**

**they could become withdrawn, isolated or display challenging, disruptive or disturbing behaviour.**

**Sensory and/or physical**

**There is a wide range of physical and sensory difficulties across the ability range. Many adaptations may be required as reasonable adjustments. Children with a visual impairment or hearing impairment may require specialist support and equipment to access their learning.**

**The Pupil Support Officer, Lisa Flaherty, makes a valuable contribution towards the physical, medical and emotional well being of the pupils and has an active role in pupils' pastoral care.**

**The staff at Holly Park follow guidance set out by Barnet Local Authority and the Local Primary Care Trust including:**

* **the administration of medicines**
* **the administration of rectal diazepam**
* **pupils at high risk of anaphylactic reaction**
* **pupils with asthma**
* **pupils with tracheotomies**
* **pupils with cystic fibrosis**
* **pupils performing intermittent self-catheterisation**
* **pupils with naso-gastric feeding / feeding via gastrostomy**
* **pupils with hiv and aids**
* **other conditions not specified above as appropriate**

Pupils who have a medical condition which may affect access to the full curriculum will have a ‘Health Care Plan’. These are written and monitored by the school nurse. Copies of these plans will be kept in the Welfare Room, and with the class teacher of the pupils concerned, with due regard to confidentiality. A further copy will be held with the school nurse

**Parents**

**Holly Park recognises that parents know their children best and therefore we have an open door policy to listen and to understand when parents express concerns about their child. The school continually encourages parents to engage effectively with them for the benefit of their child.**

**When reviewing goals there will be termly meetings with the parents / carers and the class teacher who has the responsibility of setting, planning and reviewing set goals with the SENCO for support.**

**Parents have statutory rights to contribute to the decision making process about their child’s education. Parents / carers’ views, involvement and aspirations will be discussed.**

**Staff**

**Diana Kelly** – Children’s Co-ordinator. Diana has a Masters in Special and Inclusive Education.

**Louise Hurry** –The Inclusion Assistant, has been trained in Barnet’s speech and language Tool Kit for children who have difficulties in this area. She will be the school’s Autism Champion. Louise has experience with children who have Downs Syndrome and has Nurture and ‘Happy to be me’ training She is a Level 3 NCFE accredited SEN teaching assistant.

**Kathy Puzey** –The school’s Learning Mentor. Kathy has been trained in Specialist teaching assistant Level 4, Bereavement awareness for Professionals, Solution focus interventions, Anti- Bullying and counseling. Kathy has completed the’ Happy to be me’ training.

There is also a large group of teaching assistants with a variety of experience, training and expertise who either work one to one with children or with small focus groups. The teaching assistants have been trained to run interventions for groups of children or one to one for reading, writing and maths.

We also have access to play therapy for our children, run by a teaching assistant.

**Pastoral care**

**The school has an immediate response to a child in crisis by the Learning Mentor, Kathy Puzey who is also responsible for:**

* **Working with staff to identify and remove barriers to learning and progress**
* **Working closely with all school staff and external agencies to access all forms of support**
* **Working with staff to promote effective behaviour management strategies**
* **Working with families to help them support their children**
* **Parenting courses – parent gym**

A Pastoral Support Team has been set up within the school, which meets weekly, involving the Families Co-ordinator, The Pupil Support Officer, the Deputy Head, The SENCO and the Learning Mentor.

Each child causing concern is given a key worker and is reviewed regularly. The school has a designated room called ‘The Orchard.’Children know that that they can go to this room to share concerns, difficulties and any emotional, social and behavioural issues.

The Learning Mentor is also in the playground before and after school talking to parents and during break times to spot any child who is in difficulties.

**External Agencies**

**Holly Park uses a wide range of services and has also used its budget to buy extra services. The school uses:**

* **An Educational Psychologist**
* **Health and Emotional Wellbeing Service**
* **High Incidence Support Team**
* **Specialist Advisory Service**
* **Speech and Language Therapist**
* **Child and Adolescent Mental Health Service**
* **Hearing impairment advisors**
* **Visual impairment advisors**
* **Health Professionals**
* **Education and Welfare Officer**

**Evaluating effectiveness and the impact of interventions**

Holly Park School constantly re-evaluates its special needs practice. Changes are made as and when it is thought necessary.

The impact of interventions is regularly assessed and monitored to ensure their effectiveness.

Progress data of all learners is put into the online Pupil Tracker each half term, this is monitored by TAs, class teachers, School Leaders and Governors.

**Link to the interventions and their impact**

Holly Park offers a comprehensive range of interventions to support the needs of its pupils. These interventions are over and above the provision provided in class through quality first teaching

We value the commitment and co-operation of parents, teachers and teaching assistants who work together for the benefit of our children as demonstrated below.

**We expect pupils with SEN to show improvement in basic skills and access the wider curriculum and make progress towards their targets (although progression will not necessarily be at the same rate as other pupils), because teachers identify and support pupils with SEN, staff work collaboratively to support pupils, parents feel involved and know how they can support their child and children feel included in the whole school community**

**We have teachers who have high expectations of pupil progress, contribute to the identification of pupils with SEN and support pupils through good lesson planning. They communicate effectively with parents and evaluate pupil progress.**

**We help develop teaching assistants who are clear about their role, work collaboratively with staff and are involved in relevant training**

**Other Opportunities for Learning**

All learners should have the same opportunity to access extra curricular activities. At Holly Park School we are offering a range of additional clubs and activities. These can be found on our extended school provision web page.

**Normally Available Classroom Strategies at Holly Park Primary as part of our High Quality First Teaching**

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* Identification of preferred learning style – teaching to reflect this
* Higher order thinking questioning
* Creative curriculum
* Topic extension tasks
* Next steps/using APP
* Extra reading support
* Effective questioning – open/closed
* Grouping
* Guided reading groups
* Teacher focus groups – Literacy/Maths
* Differentiated activities
* Differentiated questioning
* Differentiated resources
* TA focus groups
* Planned opportunities for reward and valuing success
* Visual timetable
* Specific interventions for reading, writing and maths.

**If you think your child may have SEN please speak to your child’s class teacher**

Log In



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