

SEND Information Report

(July 2024)

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Local Offer Contribution: [Local Offer](#) | [Sunderland Information Point](#)

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Universal Provision

Every child at Holley Park School receives **quality first teaching**.
Class teachers are responsible for meeting the needs of all children.
Lessons and activities are planned and adapted to meet the needs and abilities of all children so that they can learn and succeed.

If a child is not making appropriate progress, is not achieving age-related, or if a parent/carer has concerns, assessments will be made and discussions will take place between parents/carers, class teacher and the SENDCo to discuss the way forward.

Targeted Provision

Specific additional interventions will be provided for children who need help to accelerate their progress so that they can catch up to where they need to be. These interventions may be 1 to 1 or may be targeted to a group of children with similar needs. The interventions will be short-term and follow the **assess, plan, do, review** format. The SENDCo will have an overview of these interventions in order to monitor their impact. Your child may or may not be added to the SEND register at this time.

If a child's progress continues to be slow, the class teacher will discuss this with the SENDCo and parents in order to seek more specialist provision.

Specialist Provision

Targeted provision is for the small minority of children who require highly tailored intervention. This provision may include specialist interventions from outside agencies, such as Speech and Language. These interventions will be longer term, but will still follow the **assess, plan, do, review** format. Your child will be on the SEND register at this time and the class teacher will regularly review their progress towards individual targets. Your child's teacher will meet with you at least three times a year to share your child's progress towards their targets and to collect your viewpoint. The school's SENDCo will monitor your child's progress, completing additional assessments, referring to outside agencies and applying for additional funding if necessary.

* Please note that access to the different types of provision is not static and your child may move between areas of provision as their needs change.

Identifying and assessing pupils with SEND:

The following steps will be taken to identify children who need to be added to the SEND register:

Step 1: Initial Discussion

ASSESS

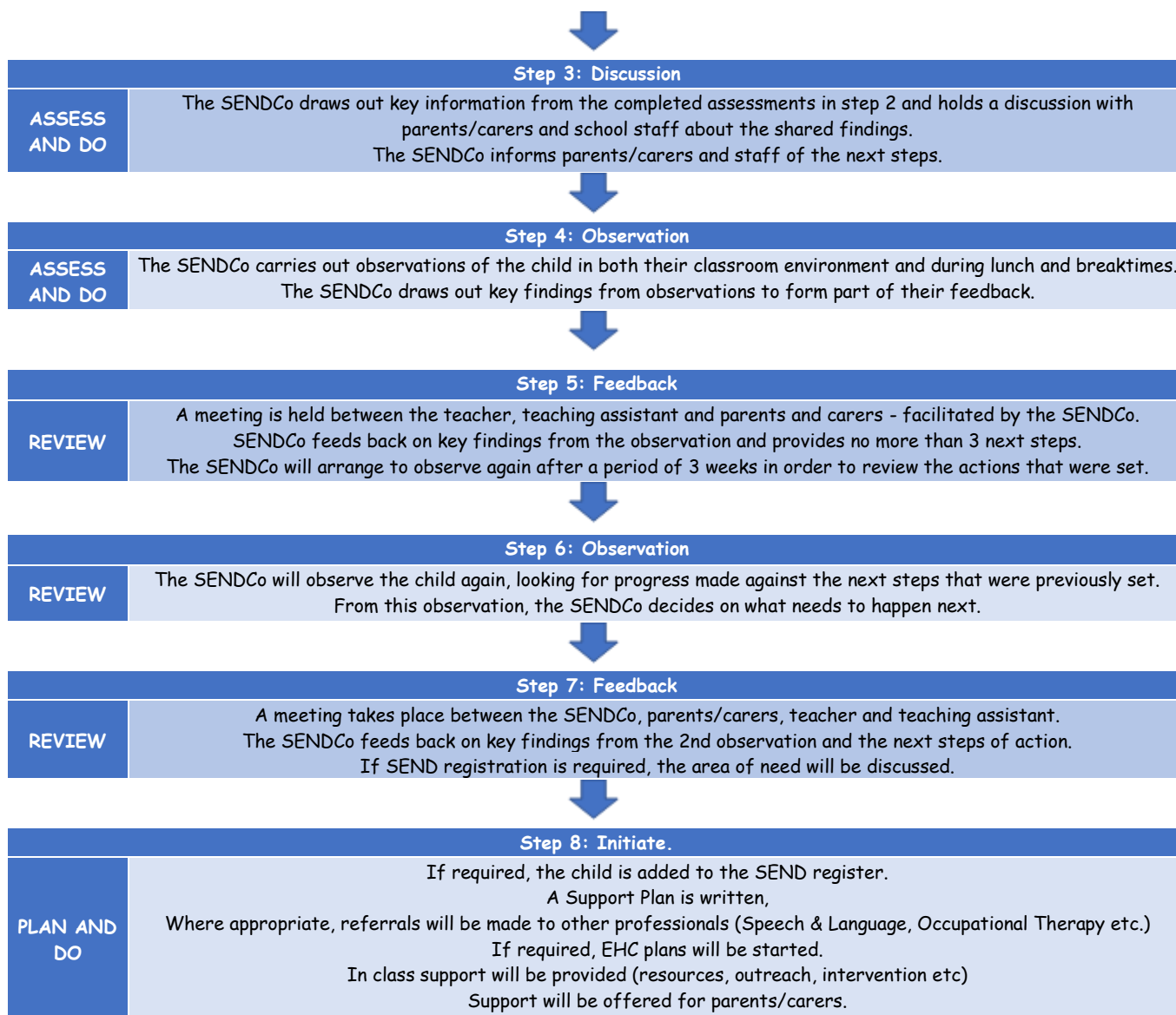
Initial discussions take place between the SENDCo and/ or teachers, parents/carers, and teaching assistants. This will allow the SENDCo to ascertain if school and the parents/carers share the same concerns.



Step 2: Assessments

ASSESS

School begins to gather information about the child by asking all relevant parties complete an assessment of the child (see overleaf).
Parents/carers should complete and return this to school following the initial discussion.



All teachers are responsible for every child in their care; including those with special educational needs.

Once a support plan has been created after having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and will follow the following cycle:



SEND Needs:

As of July 2024, we had 26 children (11.3% of the school) receiving some form of SEN Support across school.

Children and young people's SEND are generally thought of in the four broad areas of: **communication and interaction, cognition and learning, social, emotional and mental health, and Sensory and/or physical needs.**

Some of the strategies used by school to support pupils over the course of this academic year have included:

Communication and interaction

- Continued development of sensory breakout space
- Explicitly taught skills and model rules of social interaction, for example through age-appropriate social stories.
- Tailored timetables and adult support where necessary to maximise preparedness for learning
- Positively reinforced good behaviour in line with the school's Behaviour Policy and/or with individualised motivators where appropriate.
- Used visual supports to define areas and structure the day, for example, visual timetable or 'Now and Next' boards.
- Gave pupils a specific role in group work to support their interaction
- Understood and managed potential health and safety considerations, for example lack of an awareness of danger about running away/off site or using certain equipment.
- Ensured pupils are seated in the best place to reduce distraction and provide additional equipment to support concentration, for example wobble cushions, ear defenders etc.
- Each pupil's special interests were incorporated to focus attention and increase motivation.
- Staff checked that information has been understood, by asking the child to explain what they have to do rather than repeating instructions.
- An appropriate level of language was used, with short, simple sentences if needed.
- Sought external support from agencies such as the Autism Outreach Team ([Sunderland Autism Outreach Team – Home \(sunderlandaot.co.uk\)](http://sunderlandaot.co.uk)). This academic year school has made one new referral to the Autism Outreach Team and two new referrals to Children and Young Person Services.

Cognition and learning

- Embedded the use of metacognition strategies to support children's learning and inform teachers' assessment of pupils
- Regularly monitored pupil's understanding by asking the pupil to show or explain the instructions in their own words
- Provided scaffolding and resources to support children accessing their learning task or differentiating the task if necessary.
- Used same-day catch up interventions when required and the use of specific targeted interventions for example Little Wandle Catch-up Programme

- Provided additional processing time to respond to questions and tasks
- Provided opportunities for repetition and reinforcement
- Gave information in small steps in clear, concise language
- Related the work to the pupil's direct experience whenever possible and avoid the use of ambiguities
- Encouraged the pupil to use strategies to process information e.g. silent rehearsal of instructions, identifying the important words in the instruction etc.
- Physical resources used to support learning. For example, reader pens
- Sought external support from agencies such as Speech and Language, Language and Learning or an educational psychologist.

This academic year school has made eight referrals to the educational psychologist, four new referrals to Speech and Language and two referrals to Language and Learning.

Social, emotional and mental health

- Deployment of Thrive strategies, including use of PACE and 'WIN' language, as well as targeted interventions where appropriate.
- Provided access to the school nurture provision to support children to develop their self-confidence and develop coping mechanisms. This year, 20 pupils have accessed our Nurture Provision, including 7 SEND pupils.
- Developed a knowledge of the pupil and possible triggers and help to strengthen the pupil's self-confidence and help them to develop and implement coping strategies, such as breathing and expressive writing.
- Anticipated impending sensory overload to intervene at an early stage, or allow the pupil to remove themselves from the situation
- Used 'Positivity Journals' for specific pupils.
- Carried out of launch of 'Zones of Regulation' principles following whole-staff training
- Had discussions with pupil and parents/carers about how support for emotional and mental health needs is managed
- Prepared the pupil for new or unusual experiences whenever possible
- Sought external support from agencies such as Sunderland Community CAHMS ([Sunderland Community Child and Adolescent Mental Health Service \(CAMHS\) :: South Tyneside and Sunderland NHS Foundation Trust \(stsft.nhs.uk\)](#)), CYPS [Children and Young People's Service – South Tyneside and Sunderland – CNTW166 – Cumbria, Northumberland, Tyne and Wear NHS Foundation Trust](#), the Behaviour Support Service ([Behaviour Support Service – The Link School](#)) and the VPP ([Vulnerable Pupils Panel – Together for Children](#)). This academic year, school has made five new referrals to CAMHS. School has made no referrals to the VPP.

Sensory and/or physical needs

- Classrooms have been adapted to reduce visual or auditory distraction.
- Provided opportunities for alternative forms of recording e.g. use of technology
- Staff have used agreed verbal and visual cues if and when necessary.
- Clear expectations of activities have been established with visual cues where appropriate
- Teaching areas have been kept tidy and uncluttered to support pupils' access to the environment.

- Sought external support from agencies such as occupational therapy and any other relevant medical professionals. This year school has made one referral to occupational therapy.

(Reference: SEND Policy Autumn 2023)

Wider curriculum engagement:

We ensure that all children have access to wider curriculum opportunities across school. This year 92% of our SEND pupils have accessed some form of wider-curriculum provision including: themed afterschool clubs, wrap-around care, Breakfast Club and educational visits.

Improving the emotional and social development of children with SEND:

Aside from promoting academic progress, we are committed to supporting the wider social and emotional development of our pupils. This year, we have supported this through our PSHE curriculum, the Kidsafe programme, and our assembly programme (inclusive of Fundamental British Values and the Protected Characteristics). In addition to this we have also provided wider-curriculum opportunities for all year groups, including:

- Nissan STEM workshops.
- 'Change4Life' workshops around healthy lifestyles.
- Red Cross First Aid training.
- NHS workshops around oral health, puberty, and mental health.
- 'Family Fun Fridays' with a focus on charity fundraising.
- Y6 Derwent Hill residential visit.
- KS2 'Wearhere4you' education bus visit.
- EYFS Forest School.
- Y5 Bike Ability Programme.
- Y1 Walkwise programme.
- EYFS Stay and Play sessions to develop home-school partnerships.
- City-wide sporting competitions and celebrations.
- 'ICE CATS' personal safety workshops.

Evaluation of the effectiveness and impact of provision:

We have internal processes for monitoring quality of provision and assessment of need. This includes:

- Termly moderation of SEND support plans by the SENDCo to monitor children's progress against their individual targets,
- Annual review led by the Northern Lights Learning Trust to evaluate the school's current SEND provision and identify potential next steps for development
- Annual review led by the Together for Children to evaluate the school's current SEND provision
- Termly feedback to the Local Governing Body on SEND by the SENDCo
- SEND is also a thread that runs through all lesson visits and work moderations conducted by the Senior Leadership Team and external partners.

Consulting with children, young people and their parents:

Involving parents and learners in the dialogue is central to our approach, in addition to annual parent and pupil voice questionnaires, we achieve this through termly meetings with parents/ carers as part of the review process for children’s individual support plans. An additional fourth parental meeting is held in the summer term as part of children’s transition into their next year group. The voice of the child is also incorporated into this process. In addition to this formalised process, class teachers and the SENDCo will also regularly seek contact parents/ carers with any updates or relevant information regarding their child’s learning journey, personal development, and well-being. Annual reviews are held for children with Educational Health Care Plans

Looked After Children who also have SEND:

At present, we have 0 Looked After or Post Looked After pupils who are on the SEND register.

Staff development:

We are committed to developing the on-going expertise of our staff. The following outlines the continued professional learning staff have engaged with regarding SEND:

Role	Area of expertise	Level (as per p68-9 of SEND Code of Practice 2015)
All staff HT, DHT, HLTA X2 Class teacher/ HLTA All staff Teachers/ HLTAs	Metacognition Team Teach – Positive handling and de-escalation technique Kidsafe – Personal development Autism Awareness EEF – 5 a Day Principle: EXPLICIT INSTRUCTION METAGONITION STRATEGIES SCAFFOLDING FLEXIBLE GROUPING TECHNOLOGY	Awareness

SENDCo	Supporting pupils with sensory processing difficulties	
SENDCo	Recognising and Managing Anger	
Class teacher	De-escalation Techniques	
All staff	Zones of Regulation	
HLTA	Children’s mental health (Place2Be)	Enhanced
SENDCo / HLTA	Thrive Approach – Child development (Listened practitioners)	
HLTA	Leading Behaviour and Culture (NPQ -ONGOING)	

This year, we have put in additional one-to-one coaching for staff around effective target setting and evidencing progress for SEND pupils.

Staff deployment:

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Support staff are timetabled to ensure that children receive the support they need, this could be one a one-to-one basis to deliver bespoke intervention or small group support to fulfil individual targets outlined on children’s support plans. Staffing across this year has been comprised of 11 teachers, 3 HLTAs and 3 TAs, in addition to support given by the deputy headteacher and headteacher.

Arrangements for pupils with a disability

- The arrangements for admission of disabled persons as pupils at the school;
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils;
- The facilities provided to assist access to the school by disabled pupils;
- The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 (accessibility plan).

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

School Partnerships and Transitions:

Our academic assessment for children with special educational needs is moderated through our cluster of schools and Local authority partners.

This year, we have supported 6 SEND children to transition to the next phase in education. To support a successful transition, school liaised with the SENDCos of the destination schools to discuss the provision in place for these children and also ensured all relevant records were securely passed on. Parents and carers were included in these discussions whenever possible.

We closely monitor children and young people's destination data.

Complaints:

Our complaints procedure is available to view here: [LCO \(northernlights.education\)](https://www.northernlights.education)

Further development

Our strategic plans for developing and enhancing SEND provision in our school next includes continuing to strengthen quality first teaching across the curriculum through continued monitoring of the implantation and impact of our curriculum in order to improve outcomes for all pupils, including those with SEND needs. Strengthening our offer around preparing pupils for adulthood (including developing our offer around careers education) will also be a focus moving into the academic year 2024 – 2025.

Relevant school policies underpinning this SEND Information Report include:

- Accessibility Policy
- Behaviour Policy
- Child Protection Policy
- Early Years Foundation Stage Policy
- Intimate Care Policy
- Relationships and Health Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date to be presented to Governing Body: Autumn 2024-2025