



# Emmanuel Holcombe C of E Primary SEND Information Report

## **Vision Statement**

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

## **Mission statement**

In our small, friendly school, everyone respects and cares for one another  
In our community, church, home and school we work together to grown in faith and friendship  
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

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## **SEND information report**

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## Overview

All of the staff at Emmanuel Holcombe CE Primary School are extremely ambitious for all pupils to achieve their best. All staff have high expectations for all children, including those with Special Educational Needs and/or Disabilities.

The SEND Team at Emmanuel Holcombe CE Primary School comprises of Mrs Longstaff (SENDCO), Mrs Thomond (Assistant SENDCO and Mental Health Ambassador) and a team of specialist Teaching Assistants. Miss Jo Venn is the Governor with responsibility for SEND.

If you wish to contact the SEND Team you can contact school on 01706 823498 or email:

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Supporting policies can all be found on the school website:

<https://www.emmanuelholcombprimaryschool.com/>

Bury's **Local Offer** can be found on the school website, School Information, SEND information.

## **1. The kinds of SEND that are provided for**

Emmanuel Holcombe CE Primary School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), trauma, separation anxiety
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## **2. Identifying pupils with SEND and assessing their needs**

Emmanuel Holcombe has a graduated response document which outlines the stages of SEND and how we respond. See Appendix A.

### **Pupil Progress and Assessment:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils. Class Teachers meet with the Senior Leadership Team and SENDCO for Pupil Progress Meetings and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

NB: Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

### **Initial Concerns**

Where high quality teaching does not meet the needs of the pupil and staff are regularly required to provide support 'different from and additional to' their peers, class teachers complete an initial concerns form.

### **Solution Circle**

Staff can bring pupils to monthly 'solution circles' at staff meetings, where colleagues share strategies and resources to help support the pupil. Several assessments may be completed at this time. For example:

- Boxall (Social Emotional Mental Health)
- Wellcomm (Speech and Language)
- TalkAbout (Social Communication Difficulties)
- SNAPS (ADHD)

### **Pupil Support Plan**

At this stage class teachers will write a Pupil Support Plan and invite parents into school to discuss the targets and get their views.

### **Helpline Consultation from Inclusion Services**

Once a Pupil Support Plan is in place, if it is felt that the child's needs are not being met fully, school staff can request a helpline consultation with the Additional Needs Team in Bury and an action plan will be agreed.

### **Referral to the Inclusion Allocation Panel**

A referral will be made to the Inclusion Allocation Panel after staff have undertaken the action plan from the Additional Needs Team, and the child is deemed to still require further support. A specialist from Bury's SEND Team will come into school to complete an observation and write a report for school and parents.

### **EHCP**

Once all of the evidence has been collated, school and parents can make the decision to apply for an Educational Health Care Plan. Once an application has been submitted, the paperwork will go to an external panel and further evidence will be collated. The decision for an EHCP application from the point of submission takes approximately 18 weeks.

## **3. Consulting and involving pupils, parents and carers**

### **Open Door Policy:**

We have an open-door policy at Emmanuel Holcombe CE Primary School. Parents can communicate with staff in a variety of ways:

- Email
- Telephone appointment
- Seesaw
- At the school gate

### **Website:**

The school website is fully compliant and holds information about SEND policies and procedure as well as information about external services for parents and carers.

### **Parent and carer drop-ins:**

Mrs Longstaff and Mrs Thomond run a monthly drop-in for parents and carers in school. Each drop-in session has a different SEND or parenting focus and this sometimes includes a guest speaker. This is an opportunity for parents to informally ask questions and learn more about various strategies.

### **SEND Information Report:**

A group of parents reviewed and contributed to this SEND information report.

### **Early Intervention:**

We will have an early discussion with the pupil's parents when identifying whether he/she needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We listen to and consider all parental concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Minutes of these early discussions will be added to the pupil's record and given to parents for agreement and signature.

We will notify parents when it is decided that a pupil will receive SEND support and will be added to the school census data.

#### **4. Assessing and reviewing progress towards outcomes**

We will follow the graduated approach (**see appendix A**) and the four-part cycle of **assess, plan, do, review** – at Emmanuel Holcombe, we call these 'Pupil Support Plans.' Where a child has an Education Health Care Plan, their Pupil Support Plan will reflect their EHCP targets.

The class teacher and TA (if applicable) will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (where appropriate)
- Advice from external support services, as relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress. We have intervention monitoring forms, which are checked by the SENDCO and we review Pupil Support Plans every term. Pupil Support Plans are shared with parents three times a year. Children with an EHCP have a pupil centered EHCP review annually. Additional reviews may be held throughout the year as required.

#### **5. Supporting pupils moving between phases and preparing for transition**

We will share information with the school or other setting the pupil is moving to. When a child is transitioning to secondary school, the SENDCO and class teacher meets with the relevant staff at the secondary school setting. All documentation is sent electronically.

For any child with an EHCP, parents are given the opportunity to visit the named secondary setting with a member of staff from the SEND Team at Emmanuel Holcombe CE Primary School, (Mrs Longstaff or Mrs Thomond.)

## **6. Our approach to teaching pupils with SEND**

At Emmanuel Holcombe all staff are teachers of children with SEND. The class teacher is responsible and accountable for the progress and development of all the pupils in their class, as stipulated in the SEND Code of Practice.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. All members of staff have access to Pupil Support Plans and EHCPs and are expected to know the individuals needs of our pupils with SEND.

We will also provide the following interventions:

- Active Literacy
- Fast Track Phonics
- Time to Talk (social interaction skills)
- TalkAbout (social interaction skills)
- Sensory Circuit
- Memory Magic (working memory)
- Lego Therapy
- Play Therapy
- Cuppa Challenge (promotes positivity, self-esteem, confidence, resilience and empathy)
- Drawing and Talking (art therapy)

In addition, pupils are supported by bespoke interventions, which address a range of needs, including mental health, maths fluency, fine motor skills etc.

## **7a. Adaptations to the curriculum**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, coloured backgrounds on TV slides, coloured paper within books, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **7b. Adaptations to the learning environment**

- School has two sensory rooms that have been adapted – the Cloud Room and the Sunshine Room
- All classrooms have calm corners
- All classrooms have sensory aids and a sensory box
- All children participate in sensory carousel once a week

- Children with SEND access additional sensory circuit activities, which include the use of scooters and trampets
- Children have access to wobble stools and wobble cushions
- All classrooms have sofa areas and cushions

## **8a Additional support for learning (Teaching Assistants)**

We have a number of teaching assistants who have specific expertise in the following areas:

- Speech and Language
- Early Trauma and attachment
- Autistic Spectrum Disorder
- ADHD
- Mental Health
- Art therapy

Teaching assistants will support pupils on a 1:1 basis and in small groups. A timetable for support is in place in all classes, which has been designed by Teaching Assistants, Class Teachers and SENDCO

## **8b Additional support for learning (Outside Agencies)**

The SENDCO and Assistant SENCO attend termly SENDCO networking meetings

We work with the following agencies to provide support for pupils with SEND:

- The SEND Team
- The School's SEND Cases Worker (for children with EHCPs)
- The Additional Needs Team
- The School Nurse
- The Early Help Team
- The Inclusion Allocation Panel
- Play Therapists
- Occupational Health
- Speech and Language Therapists (SALT)
- The Visual Impairment Team
- Continence Team
- First Point Family Support Services

The SENDCO produces an 'Overview of Need' document each term. This is a record of all children on our SEND register (i.e. those pupils recorded as 'K' (at SEN support) or as having an EHCP on the census.) This also documents any involvement from outside agencies.

## **9. Expertise and training of staff**

Our SENCO and Assistant SENCO both have extensive experience in this field and have both been SENCOs in several settings for over 20 years.

The SENDCO is allocated 2 hours a week to manage SEND provision.

We have a team of teaching assistants who are trained to deliver SEND provision.

## **10. Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term in Pupil Progress Meetings and in Pupil Support Plan (APDR) reviews
- Reviewing the impact of interventions throughout and at the end of each term
- Using pupil voice
- Monitoring by the SENDCO
- Holding annual reviews for pupils with Educational Health Care plans
- Data analysis (Pupil Progress Meetings and Governor Progress Meetings)
- Termly meeting with SENDCO (Amy Longstaff) and Link Governor (Miss Jo Venn)
- SEND policy and SEND Information Report is reviewed annually
- Asking parents to review our Information Report and SEND policy
- Collating parent views at SEND drop-in sessions

## **11. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip from KS2 e.g. Hadrian's Wall in Beech Class and Waddow Hall in Oak Class.

All pupils are encouraged to take part in sports day, school plays, special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Extra support is provided for pupils where appropriate.

If parents have any concerns about activities or residential, please speak to your child's class teacher in the first instance.

***Please refer to our admissions policy and accessibility policy for further information.***

## **12. Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Jigsaw PSHE lessons
- Targeted Social Emotional Mental Health interventions
- Forest School
- Sensory diets
- Lunchtime clubs e.g. Lego club

We have a zero-tolerance approach to bullying. ***Please refer to our admissions policy and anti-bullying policy for further information.***

### **13. Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher in the first instance. If the complaint is not resolved, the complainant should communicate with the SENDCO and then Headteacher. If the complaint is about the Headteacher, the complaint should be taken to the Chair of Governors, Miss Jo Venn.

***Please refer to our complaints and whistleblowing policy for further information.***

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **14. Contact details of support services for parents of pupils with SEND**

Details about support services can be found on the Emmanuel Holcombe CE Primary School website, under School Information and SEND information.



## Emmanuel Holcombe Graduated Approach to SEND

Stage 1: High Quality Teaching and in class intervention	Stage 2: Pupil Support Plan/on Integris	Stage 3: Outside Agency/Support Plus	Stage 4: EHCP
Concern about a pupil learning needs, SEMH needs or behaviour	Learning needs are or behaviour increasing in frequency and or intensity	Learning needs are or behaviour is persistent, frequent, intense in nature	Learning needs are or behaviour is extremely challenging and complex
			
Class Teacher, Teaching Assistant and SENDCO	Teacher/ SEMH Lead/SENDCO	Partnership	Local Authority
<ul style="list-style-type: none"> <li>• High Quality teaching and pre and post teach class interventions</li> <li>• Teacher carry out assessment of environment</li> <li>• Teacher carry out learning behaviour assessment and adapt the learning environment</li> <li>• Seek advice from colleagues at SEN solution circle</li> <li>• Talk to family and talk to pupil</li> <li>• Implement advice and feedback at following solution circle meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a Pupil Support Plan</li> <li>• More than one intervention now taking place</li> <li>• SENDCO take pupil's case to helpline consultation with the Inclusion Services</li> <li>• Action Plan from Inclusion Services implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist interventions in school</li> <li>• Additional Needs Team – referral to the Inclusion Allocation Panel</li> <li>• Specialist from ANT to complete an observation and write a report for school and parents</li> <li>• Multi-agency planning- Story So Far to be completed</li> <li>• Top Up Funding (Support Plus) application to be considered at this stage</li> </ul>	<ul style="list-style-type: none"> <li>• EHCP Assessment</li> <li>• All evidence to be submitted to panel</li> </ul>