



HOLLINGWOOD PRIMARY SCHOOL

SEND Report to Parents and Governors

2017/18



Annual report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age. The Special Educational Needs Code of Practice lies at the heart of the school's SEND policy and sets out the processes and procedures that all organisations should follow to meet the needs of children. The Code describes a graduated approach which recognises that children learn in different ways and can have different types of SEN. Children can be placed on the SEND register at different levels of need:

Range	Description
1	Low level of need, working up to 2 years behind ARE for their year group. Require small group intervention within the classroom.
2	Working more than 2 years behind ARE for their year group. Need small group intervention within the classroom and 1:1 support at times.
3	Need a significant level of tailored intervention and 1:1 support, at times, working well below age related expectations.
4	Statutory Assessment. If support beyond range 3 is required, the school in conjunction with the Local Authority (LA) must conduct an assessment of Education, Health and Care Needs.

Our SEND policy is reviewed annually as is our Local Offer which are available on our website.

Admission Arrangements for Children with Disabilities

Hollingwood Primary School is compliant with the Equality Act 2010 in terms of admission to school for children with disabilities i.e. No child would be refused admission because of a disability. We would always strive to make reasonable adjustments for children with disabilities. The LA admission policy is followed by the school.

Liaison with Secondary Schools

Strong links exist with Hollingwood and a number of feeder secondary schools. Meetings take place between SENCos (Special Educational Needs Coordinators) to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils transferring to secondary school. Separate transition and induction visits are set up for pupils with SEND where required. The SENCo attends SENCo network meetings within the Futures Learning Partnership and the Local authority meetings.

Number of Pupils with SEN 2017/18

Range	Number of Children
1	29
2	13
3	10
4	7

Parent Communication
Parents and carers have termly meetings with class teachers to discuss their child's IEP targets. The outcomes from the previous IEP are also discussed. The SENCO is available for parent consultations on request.
Budget Allocation
SEND funding was directly channelled into Teacher and LSA support of SEND. In addition specialist resources are purchased to support children with SEND.
Disability Duty - Accessibility
Under the Disability Equality Duty schools are required to take proactive steps to ensure their disabled pupils, staff and governors, parents, carers and other people using the school are treated equally. Schools are required to establish a Disability Accessibility Plan to promote equal opportunities for disabled pupils. Hollingwood is on a largely level site. Level access is provided via several entrances. Additionally, Hollingwood has been fitted with toilet and shower facilities for disabled. See Disability Accessibility Plan.
Inclusion Team
Special Educational Needs Co-ordinator - Mrs Jane Peniston SEND Governor – Carolyn Depledge Hollingwood has a SEMH (Social, Emotional, Mental Health) ethos therefore we have a Nurture Group and Mentor Team. Lead Mentor/Nurture Group Leader – Mrs Carolyn Depledge Mentor/Nurture Group Practitioner – Mrs Janice Hiley Mentor – Mrs Hazel Priestley
Progress
Progress of our children with SEND is tracked and monitored at 5 data points. If any child seems 'stuck' with their learning in any aspect, then we work in conjunction with parents and other agencies to address this. We strive for all our children to achieve as well as they can.
External Agencies
Cognition and Learning Team Educational Psychology Educational Social Workers Social Work Team FIT Workers Occupational Therapy Speech and language CAMHS School Nurse Service Support Team for the Deaf Occupational Therapist Autistic Spectrum Team Community Paediatric Team Visual Impairment Service Pre 5's Behaviour Centres SEMH Team Specialist SLT for cleft palate Looked After Children Virtual School