



Holmesdale Community Infant School SEND (Special Educational Needs and Disabilities) Information Report 2023-2024

			School self-evaluation
1	The kinds of special educational needs that are provided for at Holmesdale Community Infant School.	<ul style="list-style-type: none"> • Holmesdale Community Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (updated April 2020). • We are committed to children achieving their full potential and believe this is gained through high quality teaching, high expectations of behaviour and an environment where they feel safe, happy, valued and respected. • Staff are trained to teach children who may have difficulties with: <ul style="list-style-type: none"> ○ Communication and Interaction ○ Cognition and Learning ○ Social, Mental, and Emotional Health ○ Sensory and/or Physical • We make reasonable adjustments to our practices to comply with the Equality Act (2010). • We value and respect diversity in our setting and we do our best to meet the needs of all our children. • Further information can be found in the school's SEND policy, which is on the school's website. 	<i>Embedded</i>
2	Policies for identifying children and young people with SEND and assessing their needs.	<ul style="list-style-type: none"> • Holmesdale Community Infant School has a SEND policy, which can be found on the school website. • Additional information relevant to supporting children with SEND may be found in these policies. <ul style="list-style-type: none"> ○ Accessibility Plan ○ Anti-bullying Policy 	<i>Embedded</i>

		<ul style="list-style-type: none"> ○ Attendance (Pupil) Policy ○ Behaviour Policy ○ Equality Policy ○ Pets as Therapy Dogs policy ○ Positive Touch Policy ○ Safeguarding Child Protection Policy ○ Supporting Children with Medical Conditions Policy <ul style="list-style-type: none"> ● Our staff are vigilant at supporting and raising any concerns. ● We use Target Tracker to monitor the progress of our children. Progress is closely monitored by the Head, Deputy, SENCo, Year Group Leaders and Class teachers at termly pupil progress meetings. When progress is not as expected, the child is monitored closely, and further assessments are carried out to establish needs. ● We use data and other forms of assessment such as observation notes to identify additional needs and celebrate achievement. ● The SENCo supports the class teacher in identifying children who need an ISP. ● When an additional need is identified, tried, and tested interventions are planned to support children. These include Precision Teaching, literacy, phonics and maths interventions, social skills groups, ELSA support, Speech and Language Therapy (SaLT) interventions and Occupational Therapy (OT) Interventions. (Access to interventions is prioritised based on children's needs and the resources we have available in school) ● If appropriate a child will have an Individual Support Plan, (ISP) with very specific outcomes which are reviewed three times a year as part of our 'Assess, Plan, Do, Review' cycle. ● Having identified needs, we seek to match provision to need and take advice from outside agencies, e.g. SaLT, Educational Psychologist (EP) Advisory teachers and OT / Physio. (All of these services are only accessed following written permission from parents.) ● Parents/carers are informed of the proposal to offer intervention support and written permission is sought. Information is given about the support being offered so that parents understand what the programme involves and how they can best support their child at home. 	
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3	Arrangements for consulting parents of children with SEND and involving them in their child's education.	<ul style="list-style-type: none"> At Holmesdale, we know that all children are individuals and have their own special needs, which we address through our creative and differentiated curriculum. Partnership with parents is given high priority and parents and carers are encouraged to play an active and valued role in their child's education. We ensure that parents/carers are confident that the school will listen to their views and concerns and act on these appropriately and immediately. We have an open-door policy and parents/carers are encouraged to raise any concerns as soon as possible. Parents/carers are encouraged to speak to their child's class teacher initially; however, the Year Group Leader and/or SENCo may be able to provide additional information to parents/carers. The SENCo is Mrs Helen Short who can be contacted via the school office or email senco@holmesdale.surrey.sch.uk The Head teacher and Deputy Head have a high presence in the playground at the beginning and end of each school day, which provides parents and carers with the opportunity to speak with them informally. We have a regular reporting cycle where parents/carers are informed about their child's progress. Parents/carers are invited to attend two consultation evenings in the autumn and spring term and receive a detailed written annual report in the summer term from their child's class teacher. Once a child has an Individual Support Plan, (ISP) in place, their outcomes as identified on the ISP are discussed at review meetings termly in October, March, and June. Every effort is made to ensure that parents/carers know what they can do at home to support learning at school. To help parents/carers support their child at home, we host a number of curriculum evenings including an evening for parents of children in the Foundation Stage and Years 1 and 2, to help families understand how we teach different aspects of the curriculum and how it is assessed and reported. 	<i>Embedded</i>

		<ul style="list-style-type: none"> • Where possible, we facilitate courses for parents from outside agencies to support the identified needs of the children at Holmesdale. • We focus on developing the child's strengths as well as areas of additional need. • Parents/carers receive a weekly learning letter, which details the learning objectives for each year group. • Parents/carers in Years 1 and 2 are given a," Dip and Do," homework web, with suggested activities, creative tasks, links to websites for research as well as investigations and suggestions and ideas for a range of writing tasks and practical Maths activities. • We ensure that all parents/carers can access information provided by the school and various outside agencies and we are happy to copy or print off reports. • The school has a strong Parent and Staff Association, (PSA) and all parents are invited and encouraged to be involved with this. • Parents are encouraged to volunteer as parent helpers having obtained DBS clearance and attended a volunteer meeting. • Our school website also contains relevant and up to date information for all parents and prospective parents. 	
4	Arrangements for consulting young people with SEND and involving them in their education	<ul style="list-style-type: none"> • We fully adhere to the principles set out in the SEND Code of Practice of involving children and their families in all aspects of their education. Our children are young (3 – 7) and some have difficulties with speech, language, and communication, but wherever possible we involve them in the one-page profiles on their ISP. • If they are unable to contribute, their views, interests, achievements, and support needs are presented on their behalf. • Targets are shared with the children so that they are aware of their next steps and goals. • Steps to success are shared and learning behaviours are taught. 	<i>Embedded</i>
5	Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to	<ul style="list-style-type: none"> • A variety of assessment tools are used to monitor and track the children's progress. Data analysis enables us to track progress and determine if a child is making expected, better, or lower than expected progress. Regular Progress Meetings help us to monitor the children's progress, reflect on the next best steps and plan appropriate intervention programmes. 	<i>Embedded</i>

	<p>work with parents and young people as part of this assessment and review.</p>	<ul style="list-style-type: none"> • Through on-going assessment and observation, all teachers are clear about where all the children are in terms of their learning and can therefore plan the next steps in learning. • Each child with SEND has a detailed Individual Support Plan (ISP,) with 4 SMART outcomes. Progress towards these outcomes is monitored termly with parents/carers and where progress has been made, new outcomes are set. • Targets from the Speech and Language Therapy Service, Occupational Therapists, Physio, Educational Psychologist, Advisory Teachers, and other Outside Agencies will be incorporated into these Individual Support Plans. 	
6	<p>Arrangements for supporting children and young people moving between phases of education in preparing for adulthood.</p> <p>As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living, and participation in society. (At Holmesdale we consider ourselves at the start of this journey.)</p>	<ul style="list-style-type: none"> • We have a detailed Induction Programme in place for welcoming new children to our Nursery and Reception. • Children who join us in mid-year follow our in-year Induction Programme. • All children visit the school prior to starting and a home visit takes places by the nursery or class teacher where possible. • Our Nursery Staff have 1:1 meetings with the parents and the children, prior to the children starting in Nursery in September. Parents are asked to fill out an “All About Me,” form with their child. Nursery Staff also give each parent a booklet to share with their child, detailing what they can expect from a session in Nursery. • Our Reception Staff have 1:1 meetings with the parents and the children, prior to the children starting in Reception in September. Parents are asked to fill out an, “All About Me,” form with their child. Reception Staff also give each parent a booklet to share with their child, detailing what they can expect from a day in Reception. • Our Foundation Stage Leader also contacts Nurseries to get a “thumb nail sketch,” of the children who will be starting in our setting. • Nursery and Reception children have taster sessions before they stay for a full day. This gives the staff the opportunity to establish the routines and get to know the children. There is some flexibility as to full or part time attendance until the child is of statutory school age. • Staff meetings in June provides teachers the opportunity to discuss in detail each child to ensure that transition from one year to the next is as smooth as possible. We have an established protocol as to what information and data needs to be handed on from one teacher to another within the school. 	<p><i>Embedded</i></p>

		<ul style="list-style-type: none"> • All children spend a day in their new setting on, "Moving Up Day," usually in June, as well as a programme of transition activities. • We have good relationships with feeder settings as well as settings children move on to. Meetings are arranged in the summer term with colleagues from receiving junior schools to share information and meet the children. • Small group visits to the new settings for those children who find transitions difficult are arranged prior to "Moving Up Day." • Year 2 children have the opportunity to spend a day at their new school in the summer term, with more visits arranged if it is felt appropriate. • Receiving Junior Schools are also asked to produce a booklet about their setting, and these are given to pupils who would benefit from this additional support. 	
7	The approach to teaching children and young people with SEND.	<ul style="list-style-type: none"> • We follow a broad and balanced curriculum, designed to meet the needs of all children, taking into account different interests, and specific needs. • Learning opportunities are organised to make use of our outside areas including our woodland, and pond. • Teachers work hard to ensure that the learning environment facilitates independent, creative, and challenging learning. • We use visual timetables to support all our pupils. • We use Target Tracker as a monitoring system. Pupils who are not making expected progress are quickly identified and intervention programmes are implemented according to need. • We adopt a graduated approach to meeting children's needs through quality first teaching and make reasonable adjustments to help include all children, not just those with SEND. • Levels of Intervention <u>Universal</u> is described as, "inclusive quality first teaching for all," and takes into account the learning needs of all the pupils in the classroom. <u>Targeted</u> is <u>Universal</u> plus additional and time bonded interventions provided for some children who need help to support their progress, to enable them to work at or above age-related expectations. This usually takes the form of a structured programme of small-group support, carefully targeted and delivered by teachers or Learning Support Assistants, (LSA's.) <u>Specialist</u> is <u>Universal and Targeted</u> plus increasingly individualised 	<i>Embedded</i>

		<p>programmes sometimes provided by outside agencies or specialist teachers. Specialist describes additional targeted provision for a small group of children where it is necessary to provide highly tailored intervention to support progress to enable children to achieve their potential.</p> <ul style="list-style-type: none"> • Provision is monitored closely by the SENCo and Year Group Leaders. • The school uses provision maps to show the intervention programmes in place. Children in these intervention groups are closely monitored, and reviewed regularly to ensure they are appropriate for the needs of the children. • We monitor all children’s emotional well-being termly, as we believe that emotional well-being is important to enable children to enjoy success and become confident learners. • Each term Governors meet to discuss the teaching and learning in school which includes the provision for pupils with SEND. Progress of pupils with identified SEND needs are monitored closely. There is also a named SEND Governor, who meets regularly with the SENCo. 	
8	<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND.</p>	<ul style="list-style-type: none"> • The culture and ethos of the school match key principles of the Equality Act 2010. • We value and respect diversity in our setting and strive to meet the needs of all our learners and this may include seeking advice from specialist services to provide specialist equipment and resources. • We have an Accessibility Plan that shows how adaptations are made to the building, curriculum and information, so that all children and their families can access all areas of the school and environment. • Our school is on one level and a ramp provides access to the Learning Hub. • The school has four disabled toilets, one for adults and three for children. The school is-wheelchair accessible as it is one level. • To support families with EAL, the school can draw on professionals and resources within the local authority and signpost families as to where they can get further help • We have staff in school who speak Greek, Japanese, German, Urdu, Norwegian, Portuguese, and Slovakian and we ask these staff to support children with EAL where possible • The SENCo has a designated annual budget to purchase specialist resources and equipment that children need. 	<p><i>Embedded</i></p>

9	The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.	<ul style="list-style-type: none"> • Our staff receive regular training, and our teachers all hold qualified teacher status. Our Head teacher has specialist teacher status in teaching children with dyslexia. • All external partners we work with are vetted in terms of safeguarding. • Our SENCo is a qualified teacher and has the National Award for Special Educational Needs Co-ordination. (Chichester University September 2016) • The school has employed an LSA who follows up speech and language therapy programmes with individual pupils. • The school has employed 2 Emotional Literacy Support Assistants (ELSA's,) providing a maximum of 3.5 days of provision. One ELSA has undertaken Drawing and Talking training. • The school has employed a qualified PE and dance teacher to run the "Fizzy and Clever Hands Programme," which assists children in the development of gross and fine motor skills for those children who find this challenging. • We regularly invest time and money in training our staff to ensure that there is high quality learning and teaching in all classrooms. • Staff meetings ensure that staff are kept up to date on any new initiatives and issues relating to special educational needs and disability when necessary. • We have a particular duty in ensuring that Looked After Children (LAC) and Previously Looked After Children (PLAC) are given the appropriate support and care to help support their progress and engagement within their learning environment. Our designated teacher for Looked After Children and previously Looked After Children is Mrs Lynda Hill. Mrs Hill can be contacted through the school office or via email: deputy.head@holmesdale.surrey.sch.uk Mrs Hill meets with social services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically. 	<i>Embedded</i>
10	Evaluating the effectiveness of the provision made for children and young people with SEND.	<ul style="list-style-type: none"> • We monitor the impact of interventions with regular meetings and tracking of pupil progress. • Each child with SEND has a detailed Individual Support Plan (ISP,) with up to 4 SMART outcomes. Progress towards these outcomes is monitored termly with parents/carers and where progress has been made, new outcomes are set. 	<i>Embedded</i>

		<p>Effectiveness can be measured in many ways, including the following:</p> <ul style="list-style-type: none"> • The children are successful in meeting ISP targets (academic and social/emotional). • The child is making progress academically against national/age related expected levels and the gap is narrowing – taking them closer to expected levels of attainment • Verbal feedback from the teacher, parent/carer, and pupil. • Children may move off the SEND register when they have made expected progress. 	
11	How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have a SEND.	<ul style="list-style-type: none"> • Our Accessibility Plan promotes involvement of all our children in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met and where applicable parents/carers and outside agencies are consulted and involved in planning. • Resources to aid learning are provided where appropriate. These may include but are not limited to, sloping writing boards, pencil grips, wobble cushions, fiddle tools, ear defenders, now and next boards and visual timetables. • All pupils have the same opportunity to access extra- curricular activities, school activities including school trips. • Access to the after-school club is provided as of right and we liaise and support where required. • It is a requirement that any independent provider of an afterschool club must cater for pupils with SEND and we liaise and support where required. • School trips are accompanied by a high ratio of adults to children and more individualised support is arranged where necessary. • Risk assessments are carried out prior to any off site activities. • Where necessary Individual Risk Assessments are also carried out. 	<i>Embedded</i>
12	Support for improving emotional and social development. This should include extra pastoral support	<ul style="list-style-type: none"> • We are an inclusive school and welcome diversity. All staff believe that high self-esteem is crucial to a child's well- being. We have a caring, understanding team looking after our children. 	

<p>arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.</p>	<ul style="list-style-type: none"> • The class teacher has overall responsibility for the pastoral, medical and social care of each child in the class, therefore this is the parent/carer's initial point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health Practitioners, Children's Services, and/or the Behaviour Support Team. • Our staff are regularly trained to provide high standards of pastoral support and we have very high expectations of behaviour from all our children. • We follow a high quality, structured and progressive PSHE curriculum using Jigsaw, which includes relationships, healthy choices, emotions, anti-bullying, conflict resolutions, NSPCC PANTS and Speak Out Stay Safe rules and mental health. • Children's engagement and wellbeing is mapped termly using our Jigsaw assessment tool. Assessments are monitored by SLT, and interventions are put in place for children who need it. • The school is a values-based school and we have identified 11 core values, and these are shared through activities in class, assemblies, with parents via newsletters and on the school's website. • We have two trained ELSA's who works to support children with the social and emotional needs, including drawing and talking sessions. • The school uses positive behaviour strategies, which focus on praising good behaviour and dealing with unacceptable behaviour in a variety of ways. • The school uses a "Restorative Approach," in managing behaviour, encouraging children to take responsibility for their own actions as well as taking on the responsibility for making amends. • We have an established 3 "Golden Rules," safe, ready and respectful, which are shared with children and which children are expected to follow. • Rewards are given through verbal praise, golden tokens, golden star awards and friendship awards. Some children might also have an individual behaviour support plan, which will have personalised and negotiated rewards to motivate them. • Trained Midday Supervisors support the wellbeing of children at lunchtime to ensure there is a positive lunchtime experience. There is also a quiet zone, 	
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		<p>and a calm down area for children who feel anxious. Lunchtime play activities are rotated to provide a range of play opportunities.</p> <ul style="list-style-type: none"> • Reception children a designated area in the playground which is supported by adults. When they feel confident, Reception children can leave this and explore the other outdoor areas. • Provision is in place to enable children to communicate how they are feeling to adults in school. All classes have, “worry boxes,” and children are encouraged to post their worries if they do not feel able to share them with a member of staff. Staff regularly check boxes and worries are discussed as soon as possible, as part of a circle time. All classrooms have colour monster displays and children can share how they are feeling and know their feelings will be recognised. Adults monitor these and support is given when needed. • We have links with a Primary Mental Health Worker and families are signposted for interventions early. • We have a zero – tolerance approach to bullying at Holmesdale Community Infant School, which addresses the causes of bullying as well as dealing with the negative behaviour. We recognise that bullying can be present in different forms, and we follow the procedures in our Anti-Bullying Policy for preventing and dealing with incidents of bullying. • The office has a stringent policy for managing medicines and is rigorous in ensuring that medicines are kept securely. • Children with medical needs have a detailed care plan, which is reviewed regularly and followed rigorously. The school follows the statutory DfE guidance, “Supporting pupils with medical conditions at school.” (Updated December 2015 and August 2017.) • Attendance is monitored regularly, and action taken to prevent prolonged unauthorised absence. The school works closely with the Local Authority Inclusion Team and parents of children whose absence level is concerning. • Holmesdale has a School Council, which is elected by the children and represents the voice of all the children and this group meets monthly. School Council Representatives change termly to give as many children as possible the opportunity to share their views and those of their peers. 	
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<p>13</p>	<p>How the school involves other bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.</p>	<ul style="list-style-type: none"> • Our staff receive regular training and safeguarding updates, and all our teachers hold qualified teacher status. • Any adult, concerned about the well-being or the safety of a child can contact Surrey Children's Single Point of Access (C-SPA) • We have established relationships with professionals in education, health, and social care, (see detail below,) and can access these resources through established referral processes and guidelines. <p><u>Surrey Educational Professionals</u> <u>Educational Psychology (EP) Service</u> We have an allocated Educational Psychologist who can help children who find it difficult to learn or to understand or communicate with others. He can also assess a child and provide support and advice to both parents and school staff.</p> <p><u>Specialist Teachers</u> These are teachers specially trained in a particular area. They support children, their families and other professionals who may be involved in your child's education. At Holmesdale, we can access the following specialist teachers:</p> <p><u>Learning and Language Support (LLS)</u> LLS teachers work in partnership with schools to support individuals /groups of children with a specific learning difficulty or those who are not reaching their potential.</p> <p><u>Behaviour Support (BS)</u> BS teachers work in partnership with schools to promote inclusion for children who have emotional and / or behavioural difficulties.</p> <p><u>Physical and Sensory Support Service (PSS)</u> PSS teachers use specialist knowledge to support children with physical, hearing, or visual impairment.</p> <p><u>Early Help</u> We can access the Early Help Team to request support, advice and guidance to support family resilience. All staff members are aware of how to signpost and access Early Help.</p> <p><u>Surrey Health Professionals</u> <u>Community Paediatricians based at East Surrey Hospital</u></p>	
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14	Arrangements for handling complaints from parents of children with SEND about the provision made at the school.	<ul style="list-style-type: none"> • Parents/carers are encouraged to talk to their child's class teacher in the first instance. If resolution is not reached, the complaint can be passed to the SENCo, Deputy Head and Head teacher. • If a resolution to initial concerns cannot be reached, a copy of the school's Complaints Policy, which outlines the steps the school will take in handling a formal complaint. This can be found on the school website. www.holmesdale.surrey.sch.uk 	<i>Embedded</i>