

SEND at Holycroft Primary School
Report to Governors on the Implementation of the
Special Educational Needs and Disability (SEND) Policy in Practice



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 or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different support from that given to other children of the same age.

The Special Educational Needs Code of Practice lies at the heart of Holycroft's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach, which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support can be put in place to help overcome the difficulties that a child may have.

If further support is required, the school may request a statutory assessment of special needs, which may or may not result in an Education, Health and Care Plan (EHCP) for the child. As with all children at Holycroft, it is essential that Quality First Teaching is delivered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted.

Provision analysis outlines additional provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher or teaching assistant. If external agencies are involved then the class teacher and / or SENDCO (Special Educational Needs Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.

Policies

The school's SEND Policy is reviewed annually.

Key staff

SEND Strategic Lead: Laura Morgan
SEND Coordinator: Beverley Beattie
SEND Governor: Nicola Hargreaves

The information in this report relates to the academic year 2019/20.

Number of Pupils with SEND for the academic year 2019-20

Number of Pupils on Roll: **413**

Numbers of Pupils with SEND: **80**

Percentage of SEND pupils (inc. EHCP pupils): **19%**

Profile of Pupils with SEND

Number of pupils on school's SEND register

Level of Need	Number of pupils	% of school population
EHCP	12	3%
SEND Support	68	16%

Year Group	SEND Support	EHCP
Nursery	4	2
Reception	7	1
Year 1	7	4
Year 2	10	1
Year 3	7	0
Year 4	9	0
Year 5	13	4
Year 6	11	0

Areas of Need

Area of Need *Some children may have 2 areas of need*	Number of Pupils
Moderate Learning Difficulties	19
Specific Learning Difficulties	4
Speech, Language or Communication Need	43
Social, Emotional & Mental Health	13
Autism Spectrum Disorder	6
Hearing Impairment	2
Visual Impairment	2
Physical/ Medical Issues	4

Gender of pupils on SEND register

Total number of boys	Total number of girls
55	25

Ethnicity of pupils on SEND register

Bangladeshi	Mirpuri Pakistani	Other Pakistani	White English	White and any other Asian Background	Black Caribbean	Indian	White Eastern European	Roma	Asian and any other ethnic group
24	24	9	13	3	1	1	1	3	1

What we offer:

- Wheelchair accessible building and disabled toilets
- iPads for pupils with SEND
- High quality support from trained adults
- Regular academic monitoring, termly reports to parents.
- Staff available to speak with parents/ carers daily.
- Regular termly meetings for parents/carers of a pupil on a Support Plan.
- Strong links with secondary feeder schools. Transition arrangements in place.
- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with specialist teachers and other professionals including Educational Psychology, Speech and Language Therapists and 0 – 25 SEND Inclusion Service.
- Regular training to up-skill staff in order to support various needs.
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Spending on SEND:

High Needs Funding = £38,312.50

School spent more than this in order to provide in class support for pupils. In addition,

- The majority of our budget is spent on staffing.
- Teaching Assistants and Teachers carry out small group, one to one and paired support sessions through-out the week.
- We spend a portion of our budget on resources to support SEND pupils.
- We spend some of our budget on training for staff. Where possible staff attend after-school training or do extra research online.

Progress of Pupils with SEND 2019-2020

The change in data collection systems from School Pupil Tracker Online to Fisher Family Trust has meant the previous tracking point system used for SEND pupils is no longer relevant. I am currently looking at ways forward to develop this and aim to report progress to governors for these pupils at a later date.

External Agencies involved with SEND pupils:

CAMHS

Educational Psychology

School Nursing Team

SEND Specialist teachers

Speech and Language Therapists

Child Development Centre at Airedale General Hospital

Liaison with Nursery and School Partners

Good links exist with our local Nurseries and parents. Transition meetings take place between SENDCOs when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEN where required.

Disability Duty

Under the Disability Equality Duty, schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently, we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum. Additionally we have disabled toilet facilities.

Key aspects to develop

- Continue to develop the SENDCo's role in terms of strategic planning and data analysis
- Staff training for teachers around Specific Learning Difficulties including Dyslexia
- Staff training for teaching assistants involving specific interventions
- Training of all staff supporting children with EHCPs.
- Develop Pupil Profiles for all SEND pupils.
- Develop My Support Plans for SEND Support Plus pupils.