Holyoakes Field First School

SEND Information Report

Author: Hannah Card & Paige Lewis
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Special Educational Needs and Disability Information Report 2026 – 2027

This report complies with Section 69(2) of the Children and Families Act 2014 and Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

SENDCo: Miss Hannah Card and Miss Paige Lewis
SEN Governor: Mrs Yvonne White
Contact: Tel 01527 62928
office@holyoakes.bmat.co.uk

Holyoakes Field First School is an inclusive school that values all of its children and is committed to ensuring that all children reach their potential. All children are welcomed to the school whatever their additional educational need. Children are actively encouraged to be involved in all aspects of school life and in the wider school community including extra-curricular activities. We will support the learning and wellbeing of children and ensure that all children are fully included, making use of externally provided facilities and resources where appropriate.
Personal Healthcare, Behaviour and Learning Plans may be used to support those children with medical, emotional, educational, developmental or continence issues and, where necessary, staff receive specialist training.

The SEND Code of Practice 2014 defines SEND (Special Educational Needs and Disabilities) as:
A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.
A child has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.*

The SEND Code of Practice identifies four key areas of SEN:
Communication and Interaction
Cognition and Learning
Social, mental and emotional health
Sensory and/or physical

Behaviour, on its own, is not SEND. At Holyoakes Field First School, we recognise that behaviour is a response to the child's needs not being met effectively. Focus is placed on the underlying reasons for the behaviour, as children who are taught and nurtured effectively find it easier to control their behaviour appropriately.

How do you identify if a child has a special educational need or disability (SEND)?

Holyoakes Field First School is committed to early identification of children with SEND. The list below shows a number of ways that the school has of identifying if a child has SEND:

- Meeting with or visits to Early Years Settings when joining school in the Nursery or Reception Classes or discussions with previous school upon transfer.
- Children entering our Nursery and Reception classes are screened using the Wellcomm language assessment and Worcestershire's speech sound screen.
- Wellcomm Primary assessments for children with specific language issues, as needed in Key Stage One and Two.
- Various assessments for reading and maths to establish developmental age.
- Thrive Assessment of emotional development for well-being and learning
- Data analysis and pupil progress meetings which identifies any widening gap between the child and their peer group. Targeted support programmes are then implemented and monitored to ensure that the child makes accelerated progress.
- Discussions with parents or staff where concerns are expressed which lead to further investigation.
- Day to day observations of the children in their learning environment.

How will my child be supported?

Teaching and learning support within school is described as Wave 1, 2 or 3.

- **Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.
- **Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted as a group of pupils with similar needs.
- **Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

If a learner is identified as having a SEND need, we will provide support that is **additional to or different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an IEP and will form the basis for review meetings.

- **Do** - providing the support – extra assistance for learning – as set out in the IPM.
- **Review** – measuring the impact of support provided and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCo and outside agencies contribute to this review. This stage then informs the next cycle.

If your child is identified as having SEND, either through school assessments or involvement of external agencies e.g. Speech and Language Therapists, they will be placed on the school's SEND Register. A letter will be sent home informing you of this, and what it means for your child.

How do you check if support is effective for my child?

Holyoakes Field First School may use the following to measure the effectiveness of provision:

- Termly pupil progress meetings
- Provision maps - smart, measurable, achievable, realistic and time specified (SMART) targets.
- Pupil profiles
- The use of a graduated response in which we assess, plan, do and review (in line with the Local Offer*)
- Re-assessments by external agencies
- Whole-school data
- Viewpoint of child
- Ongoing consultation with parents
- Collation and evaluation of children's work
- Observations of children

What will teaching and learning look like for my child?

The school aims to teach all children together in their classes where possible, with the class teacher differentiating and supporting the child. Teaching Assistants are present in the classrooms all day to support the learning and/or at additional times to support additional needs. At times it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. For some children, the school uses outside support agency resources and staff with parental agreement. Staff value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils needs within the school. There is flexibility in approach in order to find the best provision for each child.

Adaptation of the Curriculum and learning environment

Class teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

What additional support might my child receive?

We may use a range of targeted support programmes with the children, linked to their identified area of need:

Communication & Interaction

- Speech & Language External Agency Support:
  Individualised programmes submitted by a Speech Therapist assigned to this school which is delivered by the class Teaching Assistant. These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programmes can include speech and sound production, language development and social skills, depending on the child's needs.
- Speech & Language External Agency Support ***(social communication):***
  Individualised programmes submitted by a Speech Therapist assigned to this school which is delivered by the class Teaching Assistant and/or the Speech Therapist themselves. These are for children who have been referred, by the school, to be assessed by the Speech and Language Therapy Service ***(social communication).*** These programmes can include zones of regulation, social skills, social interaction with peers and learning social rules.
- Wellcomm Language Assessment
  All Nursery and Reception children are screened in the Autumn Term, using a paper-based assessment tool. Identified children take part in carefully planned targeted intervention, linked to the areas of need identified in the assessment.
  There are occasions when the tests show that a child needs to be referred to a Speech and Language Therapy Service for additional guidance and/or intervention, parents will be notified if this is considered.
  This programme continues throughout school for any child who may be experiencing difficulties in this area, with children in Years One to Four screened during the Autumn Term as needed and reassessed termly.
- Word Aware:
  This is a structured, whole school approach to promote the vocabulary development of all children. Research has shown that vocabulary at 5 years impacts upon reading comprehension at 15 years of age. This approach is used to enrich the vocabulary relating to the curriculum across the whole school.
- Talkabout:
  Talkabout is a structured programme designed to enhance social communication skills, self-esteem, and friendship skills. This programme teaches foundational skills before progressing to more complex social communication abilities. This structured method ensures that participants build confidence and competence gradually. These sessions are usually run by a Teaching Assistant at least daily last for around 10 minutes at a time. This programme is suitable for children from Reception to Year 4.

Cognition and Learning

Literacy

- Words First:

Words First is a stand-alone programme specifically designed to teach children to read and write high frequency words. The scheme takes a structured approach by linking word recognition and comprehension skills in a series of graded steps.

- Black Sheep Press Narrative:
  These resources provide a well-structured, pre-written programme for teaching question words and narrative skills. They use colour and visual support to aid learning of the key elements and teach children how to move from the individual story elements onto producing their own narratives.
- Read, Write Inc Phonics:
  Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.

- Project X Code:
  This proven reading intervention programme focuses on developing both synthetic phonics and comprehension within a highly motivational character series. It is a programme that can be delivered from Year One upwards by a teaching assistant who has been trained. The intervention is designed for children who are already reading but with the programme could perform even better. Throughout the programme the children will read three times a week for 30 minutes.
- Colourful Semantics:
  It is a method of teaching children how to understand and build sentences. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics).
- Communicate in Print:
  A programme to create Widgit symbol materials for making worksheets, flash cards, timetables, social stories more accessible.
- Precision Teaching and SNIP:
  This programme addresses very specific gaps in a child's knowledge and enables them to overlearn and embed facts so that they become automatic. The sessions are quite short (5-10 mins) and takes place at least daily. It is used for learning high frequency words and filling gaps in phonic knowledge or other key facts. It focuses on developing fluency and children can see their progress on the recording grid.
- Additional Reading:
  Children may also have additional 1:1 reading sessions in school to support their reading accuracy and fluency.
- Word Hornet/Word Wasp:
  This programme is suitable for children in KS1 and KS2. It is phonics based and particularly focuses on reading and spelling to enhance children's literacy skills. Children have the opportunity to develop their sound processing abilities, particularly vowel sounds. The sessions run for 20 minutes and take place at least daily.

Mathematical Understanding

- Numicon:
  This is a multi-sensory mathematics resource that helps children to reason mathematically through the use of concrete objects within the classroom; or to develop a greater understanding of number concepts such as 'teen numbers' and 'place value' within small Teaching Assistant led groups. This resource enables all learners to develop conceptual understanding and promotes fluent recall.
- First Class @ Number and Numbers Count:
  This is a light touch mathematical intervention programme that is delivered to small groups of children. The aim of the intervention is for those children with moderate difficulty in Maths to make faster progress and catch up with their peers.
- CPA:
  The Concrete Pictorial Abstract (CPA) approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept through the use of concrete resources.
- Times Table Rock Stars:
  Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables.

Social, Emotional and Mental Health

- Trauma Informed:
  Trauma Informed is a whole school approach to recognise and understand the impact of trauma on children and creating a supportive environment. Through this approach we recognise and understand how trauma affects behaviour and learning; establish inclusive and safe spaces where children feel secure and supported; work with mental health professionals to enhance trauma-informed services in our school and foster a positive school climate, enabling children to connect with peers and adults effectively.
- Time to Talk:
  This programme is designed for children to develop oral and social interaction skills for with the help of the character **Ginger** the **Bear** in Key Stage 1. It also builds their confidence and self-esteem working within a small group on a weekly basis.
- Smart Kids-Social Skills Game:
  The six games include morals, manners, empathy, showing emotions, managing emotions and friendship. Each game supports the development of social and emotional skills and the consolidation of those already learnt. These can be used in the classroom or for small groups outside of the classroom.
- Emotional Freedom Technique (Tapping):
  This programme, delivered by a trained therapist, offers identified children the opportunity to develop a specific technique to support them in exploring their emotions and anxieties.

Sensory and/or physical

Fine/Gross Motor Skills

- 5 A Day/Go Noodle/Cosmic Yoga:
  This visual, audio and kinaesthetic activity increases participation in daily physical activity for all children and involves fun moves to music which are designed around core movement skills to encourage good physical development and co-ordination. All classes take part in this activity at least once each day.
- Smart Moves:
  A screening tool to assist in the early identification of children with motor co-ordination difficulties through a series of tasks based on the PE curriculum. There is an extensive activity bank related to each of the PE curriculum areas. These activities can be differentiated according to the ability of the child, allowing the children to develop key physical skills at their own pace.
- Jimbo Fun:
  A screening tool to assist in the early identification of children with fine motor co-ordination difficulties through a series of tasks. This intervention helps to develop pre-writing skills and formation of letters.
- Dough Disco:
  A fine motor intervention which uses play dough exercises in time to music to improve hand grip and dexterity.
- Sensory Circuits
  A sensory integration programme designed to develop sensory processing and motor development encouraging children to learn and perform skills until they become automatic thereby enabling children to perform multiple tasks such as listening to a teacher's instructions whilst writing or 'lining up' – processes that involve the body and brain working together.

How do you make sure the school is accessible for my child?

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning:

- All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.
- The school is on one level with easy access and double doors and ramps.
- There are two disabled toilets and changing facilities.
- The school is fully compliant with DDA requirements.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- We work with Chadsgrove Outreach department for specific individual support.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

More details about accessibility can be found in the School's Accessibility Policy.

How will transitions into your school or to a new school be supported?

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all

children, but especially so for a child with SEND. Consequently, we work closely with parents, pupils and staff to ensure these transitions run as smoothly as possible.

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We may write social stories or passports with children to help explain and prepare them for any major transition.
- When children are preparing to leave us for middle school, we arrange additional visits for them, outside of the usual ones, if this is necessary.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- Parents are also invited to regular class assemblies and family learning events.

Is there support available to help us at home?

The school recognises that the social/and emotional health and resilience of children underpins their ability to learn and that factors outside school may at times impact upon this. 1:1 or group interventions using resources and books such as 'Mum and Dad are Separating', 'Mum and Dad Glue', 'The Huge Bag of Worries', 'Ruby and the Rubbish Bin', 'Volcano in My Tummy', 'What To Do When I..... series', 'My brain is my home' are available.

At our school, we understand that families can face challenges, and we are committed to supporting them. That's why we offer access to Beacons School Support, a resource designed to provide practical help and guidance. Families can request a login to access a range of short, useful videos and courses covering topics such as behaviour management, parenting strategies, and more. Our goal is to work together with families to create a positive and supportive environment for every child.

The school is particularly grateful for the support that it receives in this work from 'Touchstones', Winston's Wish, Primrose, the School Nurse, the Educational Psychologist and outside services such as Paediatric specialists and CAMHS.

How is my child's emotional and social development supported?

As detailed above, the school uses a range of intervention programmes to aid children's Emotional and Social development. Caring key workers and other resources are dedicated to supporting the nurturing and social/emotional needs of pupils within the school. Thrive is an integral part of our school which supports emotional development for well-being and learning. Mrs Koser and Miss Willis is the school's Mental Health First Aid Champion.

Holyoakes Field First School are also working in collaboration with WEST to provide opportunities for children and families to access additional, bespoke sessions to support mental health. A Senior mental health practitioner and another mental health practitioner will be based at school weekly, offering group and individual sessions for children and workshops for parents and staff.

Further to this, our school can make referrals to MELO, a service provided by Onside Advocacy Worcestershire. MELO offers tailored support for children who may need extra help with their emotional wellbeing, ensuring they have the tools and guidance to thrive both in and out of school.

What will happen if children need support to make the right behaviour choices?

At Holyoakes Field First School, we believe that all negative behaviour is a communication. Making the right behaviour choices is reinforced in the following ways:

- Inclusion - Children and young people with SEND are included and participate fully in all aspects of school life.
- Language - Unfavourable language is taken seriously.
- Role models - All school staff are role models to others within the school in how they treat others.
- Difference – Difference is actively and visibly celebrated and welcome across the whole school.
- Participate - Children and young people with special educational needs and / or disabilities (SEND) are included in decisions about them and are listened to.
- Partnership - School works in partnership with parents and carers when preventing, reporting and responding to incidents of bullying involving their child.
- Report - All pupils within the school and their parents and carers understand how to report incidents of bullying.
- Acknowledge - Children and young people with SEND and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
- Policies - These principles are embedded within school policies on bullying and behaviour and adopted within a whole school approach to behaviour, inclusion and wellbeing. They are widely and actively promoted to school staff, children and young people and their parents and carers.

What training do the school team receive to help them to support my child?

The SENDCo, Miss Chance, provides regular support for children, parents and staff. Miss Kirsty Willis, Miss Helen Gibbons and Mrs Tracey Bowers are Licensed Lead Practitioners for Thrive. Miss Chance holds the National Award for Special Educational Needs Co-ordination. Teachers and support staff receive on-going training in a range of different support programmes and best practice provided internally or by outside agencies when appropriate.

How is funding used to support my child?

The school allocates funding from its budget every year towards the provision of support for SEND. These funds are used to provide support and resources such as sit and move cushions, writing slopes, reading rulers, coloured overlays, adapted writing implements and ICT programmes.

Funding is also used to access support from external agencies, who may come into school to access, observe and provide support and strategies for your child in school or at home. This includes the Speech and Language Therapists, Learning support and Educational Psychologists. These teams also provide additional training for staff.

How will I be involved in decisions made about my child's needs?

Parents are contacted when concerns arise, or additional support groups or individual intervention takes place; a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency, parents will be asked for their permission and views which form part of the referral process. If a child requires the support of an Education and Health Care Plan, then the parent will be involved in the application/review process.

- You will be able to discuss your child's progress at parent meetings
- Parent meetings include target sheets and progress updates
- Class teachers are usually available at the end of the school day if you wish to raise a concern. Appointments can be made to speak to the class teacher or the SENDCo or you can email the office requesting a call back.
- Written reports are sent out at the end of the year
- Parental questionnaires are also carried out at least annually.

Does my child have a voice in decision making?

The children are constantly involved in discussion whilst their SEN support programmes are happening. For children with an Individual Provision Maps (IPMs) their views are sort during the writing and review elements of the cycle. They may also have a One Page Profile in place. Talking with children to gain their views is part of the school's normal monitoring cycle.

What do I do if I am unhappy about the support my child is receiving?

The school's complaints policy is available on the website or from the school office.

Will any other professionals be involved in supporting my child?

The following agencies may be called upon to attend meetings, provide reports and guidance:
Speech and Language Therapist
Educational Psychologist
Occupational Therapist
Physiotherapist
Chadsgrove Physical Disability Outreach
Complex Communication Team (CCN)
CAMHS (Children and Adult Mental Health Service)

Medical Professionals, including Community Paediatrics
Umbrella Pathway
Learning Support
Community Paediatrician
Visual Impairment Specialist Teacher Services
Family Support Worker
SEN Support Services through Worcestershire Children First
School Nurse
WEST (Wellbeing and Emotional Support Team)
MELO

Where can I find out more about support from the Local Authority for children with SEND?

Local Offer:
Local authorities publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.
You can find this at: https://www.worcestershire.gov.uk/childrens-services/send-local-offer

SENDIASS:
Special Needs and Disabilities Information, Advice and Support Service (SENDIASS) is able to give independent and neutral advice. For more information please see https://www.worcestershire.gov.uk/sendiass They can be contacted by telephone on 01905 768153 or by email at sendiass@worcestershire.gov.uk

Further information on the school's SEND provision can be found in the SEND Policy available from the school office or on the website.