

# SEND policy and information report

## The Holt Primary School



**Approved by:** Sue Hughes

**Date:**

**Last reviewed on:** February 2025

**Next review due by:** February 2026

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*Throughout this document, the term learning difficulty is used to describe any developmental difficulty a child may have and not just in the context of academic subjects. Social interaction, emotional wellbeing, speech and language, physical difficulties, behavioural needs are all classed as a learning difficulty and therefore a special educational need as these will impact on their attainment and progress in school.*

## Introduction:

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND) including academic, social interaction, emotional well-being, speech and language, physical difficulties or behavioural needs
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

The Holt Primary School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage and then the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

ALL teachers and teaching assistants are responsible for the progress of ALL children and should ensure that through careful differentiation and curriculum planning that the children's needs are being catered for and progress is being made.

The school takes a graduated approach to identifying needs and supporting ALL our pupils. Through careful ASSESSMENT, specific needs can be identified and PLANNED for, followed by SUPPORT OR INTERVENTION before REVIEWING the impact this has had.

Some children have barriers to learning that mean they need SEND provision and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

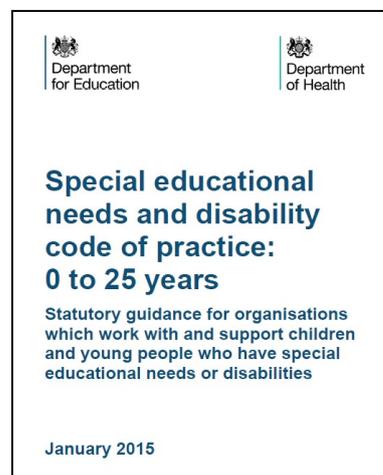
- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Children may need SEND provision either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not require SEND provision, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

This policy takes full regard of the SEND Code of Practice 2015:

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262382/SEND_Code_of_Practice_January_2015.pdf)



## 1. Aims

All children, including those with additional needs, have an entitlement to receive a relevant, broad and balanced curriculum in ways that are appropriate to their needs.

It is the shared responsibility of all staff to ensure that these children can access the curriculum in ways that are appropriate to their needs.

The underlying principle is to help children improve their learning outcomes.

The aims and objectives of this policy are:

- to create an environment that meets the additional needs of each child;
- to ensure that the additional needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's SEND provision;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCP), SEND co-ordinators (SENDCo) and the SEND information report.

## 3. Definitions

A pupil of compulsory school age is considered by the Children's and Families Act 2014 to have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The SEND Code of Practice 2015 defines special education/ additional needs as:

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

The four main areas that identified as SEND are:

1. **Communication and interaction** – including speech and language difficulties and autism.
2. **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia and dyscalculia.
3. **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
4. **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

## **4. Roles and responsibilities**

### **4.1 The SENDCo**

The SENDCo is Emma Watkinson – emma.watkinson@holt.lincs.sch.uk

They will:

- Work with the Head Teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date and monitor all plans, ensuring they are reviewed 3 times a year.
- Monitor EHC plans and ensure they are reviewed annually.
- Maintain the schools SEND register and oversee all records.

### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.
- Be familiar with the Code of Practice.

### **4.3 The Head Teacher**

The Head Teacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class and identifying pupils with additional needs.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision including reviewing and updating individual plans and EHCP.
- Communicate with parents and outside agencies to support pupils' development.
- Ensuring they follow this SEND policy.

Teachers and support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy,
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities,
- helping children to manage their behaviour and to take part in learning effectively and safely,
- helping individuals to manage their emotions and social interactions and to take part in learning.

## **5. SEND information report (See Appendix A)**

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

Our school currently provides additional and/or different provision for a range of needs, including:

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

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

Early identification is vital. The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

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 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.

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, alongside the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

There is a 'graduated response' to SEND as detailed in the Code of Practice which may ultimately result in an application of an EHCP. The Local Authority seeks a range of advice before considering an EHCP. The needs and views of the child are considered to be paramount in this.

### **5.3 Consulting and involving pupils and parents.**

The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents when it is decided that a pupil will receive SEND support.

The school works closely with parents and carers in the support of those children needing SEND provision. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute, and their viewpoint should be included as well as agreeing responsibilities they will share.

We have regular meetings each term to share the progress of those children who require SEND provision with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making with them by providing clear information.

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved, at an appropriate level, in creating their own one-page profile and setting outcomes they would like to achieve in their provision plans. Children are encouraged to make judgements about their own performance and take some responsibility. We listen to and support their aspirations for the short and longer term. We recognise success here as we do in any other aspect of school life.

### **5.4 Assessing and reviewing pupils' progress towards outcomes.**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher 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, attainment and 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
- Advice from external support services, if 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.

### **5.5 Supporting pupils moving between phases and preparing for adulthood.**

We will share information with the school or other setting the pupil is moving to. We will follow guidelines set out to ensure compliance with data protection as part of this.

Careful planning with the new school will take place and provision made for transition visits, additional sessions, induction sessions and other activities to prepare the pupil for the planned move.

## 5.6 Our approach to teaching pupils with SEND.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide interventions where appropriate individually or as a part of a group which will be monitored and reviewed regularly.

## 5.7 Adaptations to the curriculum and learning environment.

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, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

See disability access policy and plan.

## 5.8 Additional support for learning

We have a team of 12 teaching assistants who are trained and experienced to support pupils with additional needs. They will work alongside the classroom teacher to support pupils identified.

Teaching assistants will support pupils on a 1:1 or small group basis when an intervention is to be used or where a specific task calls for it.

## 5.9 Expertise and training of staff

Our SENDCo has 11 years' experience in this role and has worked as a class teacher as well as a deputy and interim head.

We have a team of 12 teaching assistants, including three who are qualified teachers, who are trained to deliver SEND provision. Their training experiences include:

Speech and Language Therapy      Moving and Handling      First Aid      Autism training

Socially Speaking Work      Pastoral systems      Makaton      Child Protection

Sensory Circuits      Play therapy      Identiplay

In the last academic year, staff have been trained in autism, reading and spelling interventions in line with our school priorities.

## 5.10 Evaluating the effectiveness of SEND provision.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHCP

### **5.11 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(s).

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

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

The school environment is accessible to all children. The school is all on ground level with wide door frames for wheelchair access. We also have disabled toileting facilities, alongside a toilet step. Furthermore, on a school trip we never exclude children because of their needs. If a child has short- or long-term physical needs, we discuss the trip with the parents and plan appropriate provision for the day. Also, any child with additional needs is catered for in our adult ratios, meaning they have a 1:1 or a smaller group to work in. We often take an additional adult to work as a 1:1 with a child who has additional needs.

Our disability access plan and policy can be found on our website.

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

As a staff team we pride ourselves on ensuring that all children in our care are happy. It is made clear to children that they can talk to any member of staff, at any time. If a child is having difficulties, we can allocate a member of staff to be their confidant, their support. Someone they have a good relationship with and can talk to is essential. We also put individual systems in place when they are required, both in classrooms and around school.

We do not tolerate bullying at The Holt Primary School, and in the event of such a time the Head Teacher (Mrs Leach), along with the class teacher, will meet with parents to discuss the situation and offer support in resolving it.

We provide support for pupils to improve their emotional and social development by accessing more specific expertise from our Emotional and Behavioural support specialist who visits the school weekly.

### **5.13 Working with other agencies.**

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

- Speech and Language
- Healthy Minds
- Specialist Teaching Team
- Educational Psychologists
- Emotional and behavioural Support Teams
- Occupational and Physiotherapists
- Working together team

### **5.14 Complaints about SEND provision.**

Complaints about SEND provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

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

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

We can signpost parents to local support groups such as Lincolnshire Parent Carer Forum [LPCF Home](#)

The Family services directory is a useful website that offers support and advice for parents:

[Lincolnshire Family Services Directory](#)

### **5.16 Contact details for raising concerns.**

Any concerns from pupils or parents should be raised with the SENDCo-Emma Watkinson by contacting the school office or by using the following email: [emma.watkinson@holt.lincs.sch.uk](mailto:emma.watkinson@holt.lincs.sch.uk)

### **5.17 The local authority local offer**

Our contribution to the local offer is:

<http://search3.openobjects.com/kb5/lincs/fsd/service.page?id=8wwE3MNVZN0&familychannel=0>

Our local authority's local offer is published here:

[SEND Local Offer – Lincolnshire County Council](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo and SEND governor **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board annually.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

**Profile of pupils 2023-24**

In total there are 36 pupils on the SEND register at The Holt Primary School. This is 19% of the school. The SEND register is reviewed at the start of each term to account for any progress and achievements of the pupils as well as any external professional’s advice and reports. Years 5 and 6 have the highest levels of need, with Year 6 having more specific learning difficulties and Year 5 having more children with an EHCP.

Pupils are placed on the SEND register under monitoring if teachers or parents want to keep an eye on a specific, behaviour, learning style or how progress and attainment is moving. Pupils under monitoring, are not counted as being on the SEND register.

	Active	EHCP	Total	Monitoring
Rec	3	1	4	3
Year 1	2	0	2	2
Year 2	2	1	3	0
Year 3	4	0	4	2
Year 4	6	0	6	0
Year 5	4	4	8	2
Year 6	9	0	9	0
<b>Total</b>	<b>30</b>	<b>6</b>	<b>36</b>	<b>9</b>

More male pupils are on the SEND register than female pupils (64% of males compared to 36% of females) and more males have EHCP than female pupils.

A low proportion of SEND pupils (28%) also receive pupil premium funding.

	Active			EHCP			Total			Monitoring		
	M	F	PP	M	F	PP	M	F	PP	M	F	PP
Rec	2	1		1			3	1		2	1	
Year 1	1	1	1				1	1	1	2		
Year 2	2		1		1		2	1	1			
Year 3	1	3					1	3		1	1	
Year 4	4	2	2				4	2	2			
Year 5	3	1	1	4		2	7	1	3	1	1	
Year 6	5	4	3				5	4	3			
<b>Total</b>	<b>18</b>	<b>12</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>23</b>	<b>13</b>	<b>10</b>	<b>6</b>	<b>3</b>	

## Profile of pupils 2023-24 by main area of need

Count of children shown under each category	Cognition and learning	Specific Learning Difficulties	Moderate Learning need	Speech and Language and communication	Social, mental and emotional health	ASD	ADHD	Medical/ Physical / Disability
Rec				2 1	1	1 1		1
Year 1	2			2				
Year 2				1	1			1
Year 3	1			1 1	1		2	
Year 4	2			2	1		1	
Year 5	1			1 1 1	2	2		1 1
Year 6	3	4			2			
Total <b>Active/EHCP</b>	6	4		10	7	3	3	3
<b>Monitoring</b>	3			3	1	1		1

The Holt Primary School has no pupils with severe or profound and multiple learning difficulties. Nor are there any pupils who have the primary need of visual or hearing impairment.

Therefore, the highest need at the Holt is Speech Language and Communication needs and the second is Cognition and Learning. This level of need is similar to the National picture where Speech, Language and Communication is also the greatest need. (The most common type of need for EHCP pupils is Autism and this is the same for the Holt.)

This year has seen an increase in pupils who have Cognition and Learning as a need. This is because we have seen a greater number of children falling behind in the curriculum for an unspecified reason. More pupils are needing maths and literacy interventions to keep up with the pace of learning in class.

## Statutory SEND Attainment and Progress September 2023-July 2024

Statutory Assessment Type	Percentage of SEND pupils achieving the expected level shown for EYFS, Phonics, KS1 and KS2 data. Average attainment score shown for multiplication check			
	Count of pupils	Active	EHCP	Monitoring
<b>EYFS Good Level of Development (GLD)</b>	7- 3 monitoring 3 Active 1 EHCP	School SEND: 0% Lincolnshire SEND: 67.5% National SEND: 19.7%	0%	67%
<p>For EYFS GLD, the Holt is below national and local standards. Where Active SEND pupils did not meet the expected standard, this is because they were behind in Speech, language and communication needs with 3 of the pupils being classed as pre-verbal.</p>				
<b>Y1 Phonics Screening Check</b> (32 out of 40 pass mark)	4- 2 monitoring 2 Active	School SEND: 100% Lincolnshire SEND: -% National SEND: 44%		100%
<p>For the Phonics screening, the Holt is significantly above national standards. A Year 2 SEND pupil who did not meet the standard in Year 1, successfully met the standard on re-assessment.</p>				
<b>Year 4 Multiplication Check</b>	6- 6 Active	School SEND: 17.5 Lincolnshire SEND: - National SEND: 16.6		
<p>The Holt continues to do well in the multiplication check as can be seen by the average attainment scores achieved by SEND pupils, which are above the national standard. This sets pupils up with a good base of knowledge and skills for their maths education.</p>				
<b>KS2 SAT</b>	9-			
Reading	9 Active	School SEND: 44% Lincolnshire: % National SEND: 41%		
Writing		School SEND: 89% Lincolnshire: -% National SEND: 30%		
Maths		School SEND: 78% Lincolnshire: -% National SEND: 38%		
RWM combined		School SEND: 44% Lincolnshire: -% National SEND: 22%		
<p>Once again, the Holt is above national standards in all areas for KS2 SAT.</p>				

## Annual Reviews / EHC Plans

- 2 EHCP were reviewed in the autumn term 2024; 4 reviewed in the Spring term 2024. All reviews, except 1 have taken place using the new EHC Hub system. All EHCP have now been transferred to the Hub.
- The funding was continued for all EHCP pupils.
- 1 more EHCP application for an assessment was submitted in the summer term 2024 and was agreed with 20 hours of funding.
- 1 request for a special school placement was refused.

## External Agencies

- 2 referrals to **the Speech and Language Team** for assessment and advice; both were accepted. Face-to-face sessions have been allocated to 1 pupil and updated advice given to the second.
- 2 referrals to the **Specialist Teaching Team** for assessment were carried out and resulted in advice being given for one pupil and a Specific Learning Difficulty being diagnosed for another.
- 1 referral was made to the **Visual Processing Clinic** and resulted in no action being needed.
- 3 new referrals to **Needs Bright Solutions** and 3 ongoing. The impact can be seen in the support given to the pupils and the work needed to support some pupils with emerging needs.
- 4 referrals to the **paediatrician**; 2 refused and 2 accepted. The 2 accepted referrals have yet to be scheduled, due to waiting lists of 43 months minimum.
- 1 referral to **Healthy Minds** has been arranged by parents and is awaiting a block of therapy.
- 2 referrals made to the **Mental Health Support Team**. 1 was accepted and one was refused and referred to an alternative service.

## Staff Skills and Training

SENDCo:

- termly LCC SEND Briefing remotely (three attended)

School staff:

- Talkabout