



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL The Hollies SEND INFORMATION REPORT

Welcome to our SEND information report which outlines our contribution to the Leicestershire Local Offer for learners with Special Educational Needs and/or Disabilities (SEND).

This information will be updated annually and will follow the requirements set out by the Department for Education (DFE) in the SEND Code of Practice January 2015.

This document can be found at the following web address

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **What is the Local Offer and where can I find it?**

From September 2014 Leicestershire LA has published a Local Offer. This has two purposes:

- To provide clear, comprehensive and accessible information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving children with SEND, their parents and educational and health providers in its development and review.

Up to date information about Leicestershire's Local Education Authority's Local Offer can be found at the following web address

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

### **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Need and/or Disability (SEND)?**

- Mrs Assinder (**Head Teacher**) and Mrs Downes (**Deputy Head Teacher**) would be happy to discuss any concerns that you may have.
- **The Special Educational Needs and/or Disability Coordinator (SENCo)**  
Miss Woolley is currently the school SENCo and has worked in this role for a number of years.
- **Your child's class teacher.**  
She is directly responsible for the progress of each child in her class and will have detailed information about each child. Initial concerns should be raised with the class teacher who will offer guidance as to the best person to contact next.

### **How do you identify children with Special Educational Needs/Disabilities?**

- Early identification of pupils with SEND is vital. Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all pupils in our school. The school has a rigorous monitoring system, through tracking, to identify where a child is not making expected progress or is working below national expectations.
- Where a child's needs are identified as causing concern, the class teacher will raise concerns with the SENCo to discuss whether different or additional provision is required. The class teacher will then meet with parents to discuss any suggested provision and to listen to their views.



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL

The Hollies

### SEND INFORMATION REPORT

- We will know a child needs extra help if: there is a change in the pupil's behaviour or progress; limited progress is being made or if concerns are raised by parents/carers, teachers, support staff or the child.
- We recognise the four main areas of need as:
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Communication and Interaction
  - Sensory and Physical Needs
- In some cases if a child is continuing to experience significant difficulties further external expertise may be requested. The school will refer to external agencies for assessments and/or diagnosis as appropriate but only following consultation with parents.

#### **How will you support my child?**

- High quality teaching, differentiated to meet the needs of individual children is always seen as the first step in responding to those who may have SEND. Working together, the SENCo, class teacher, parents and child will discuss the support needed to meet the outcomes identified for the child.
- If a SEND need is identified support will take the form of a four part cycle (assess-plan-do-review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing positive outcomes. Other support may also be provided by targeted interventions that may be delivered within the class or as part of a withdrawal group. These may be led by a learning support assistant or a teacher.
- Interventions currently being used are:
  - Precision Reading
  - Write from the Start
  - Nessie Fingers
  - Sound Linkage
  - Therapy Putty groups
- At this point the class teacher will, in collaboration with the parents and the child, draw up an Individual Education Plan (IEP). Both teachers and parents can then work together to ensure that the child meets these targets and further targets can be arranged when needed.
- As of September 2014 the 'Statement of Special Educational Needs' is changing to an 'Education, Health and Care Plan' (EHCP). There are now only two levels of need for children with SEND:
  - School SEND Support
  - Education, Health and Care Plan (EHCP)
- The support offered to all pupils with SEND is outlined on a school provision map. The SENCo is responsible for devising this map and she ensures that this is regularly updated to meet the changing needs of our learners.

#### **What about external agencies?**



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL

The Hollies

### SEND INFORMATION REPORT

- Occasionally a pupil may require more expert support from an outside agency. A referral may be advised by the SENCo in consultation with parents as to the most appropriate professional to support your child. After any assessments, recommendations may be made to the school and a programme of support can be provided.
- The school has worked with Speech and Language therapists, Occupational Therapists, Educational Psychologists, Paediatricians and Leicestershire Specialist Teaching Services.

#### **How are the school's resources allocated and matched to children's special educational needs?**

- Resources (which may include deployment of staff) will be allocated based on individual needs/circumstances.

#### **How does the school know how effective its arrangements and provision for children with SEND are?**

- Your child's progress will be continually monitored by the class teacher. His/her progress will be formally reviewed every term in relation to individual targets. This progress is monitored by the Head Teacher and the SENCo. Pupils identified as having individual needs will be supported within school through targets set in an Individual Education Plan (IEP). The IEP will outline targets, success criteria and strategies to be used by all staff working with your child. Parents will receive a copy of this IEP and will be involved in the review process.
- The progress of children with a Statement of SEN/EHCP will be formally reviewed at an Annual Review with all adults involved in the education and support of that child.
- The SENCo, the Deputy Head Teacher and Head Teacher will check that your child is making progress in any group in which your child works in. They will monitor this through work scrutiny and tracking of progress. This monitoring will ensure that the needs of all children are being met and that the quality of teaching and learning is high.
- Ongoing monitoring takes place by pupils' teachers to identify pupils who are not making progress or who have needs which are affecting their ability to engage in learning activities. Initial identification will occur through concerns raised during the school's normal assessment cycle and termly data tracking. The outcome of assessments will then determine appropriate intervention to support the child's needs.

#### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Pupils who have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP) are reviewed on an annual basis. These reviews are carried out in line with statutory guidance for reviews. Advice is provided by the teacher, SENCo, external agencies (where appropriate), the pupil and the parent/carer. Documentation is shared in advance and meetings held at a mutually agreed time.
- Progress data and progress against IEP targets is shared with parents at regular IEP review meetings. On a more regular basis parents are welcome to make an appointment to discuss progress with their child's class teacher.



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL

### The Hollies

#### SEND INFORMATION REPORT

- Any programmes of support provided by external agencies are shared with parents/staff. Often specialist reports contain advice for parents and strategies for supporting their child's learning at home.
- The effectiveness of our provision is measured in the progress that individuals and groups of pupils make over time.

#### **How will the curriculum be matched to my child's needs?**

- The Hollies is dedicated to providing a broad and balanced curriculum for all learners. We plan high quality teaching and learning as well as supporting our pupils into becoming positive citizens.
- Differentiated planning by all teachers means that all pupils enjoy learning activities at a level that matches their abilities.
- Teachers deploy Learning Support Assistants (LSAs) to support the individual learning needs of all pupils in a class including those with SEND.
- When specialist equipment is thought appropriate/advised by an external agency it will be, whenever possible, provided for the pupils to support their learning e.g. pencil grips, balance cushions, sloped work surfaces, therapy putty, fidget toys, weighted blanket etc.

#### **How will my child be included in activities outside the classroom including trips?**

- The Hollies has an inclusive ethos. The school offers a wide range of activities that are open to all pupils. Risk assessments are completed by staff prior to any educational visits. Additional support for pupils with a high level of need will be arranged when appropriate.

#### **How accessible is the school environment?**

- As a school we are happy to discuss individual access requirements.
- Please see our Accessibility Plan for more information.

#### **How have the school staff been helped to work with children with SEND and what training have they completed?**

- We have an experienced team of staff who are used to meeting the needs of all pupils. Staff have a wide range of experiences of working with children with different types of SEND. We regularly share insights and knowledge through meetings, individual targeted support and training events.
- Whole school training over the last few years has included - How to support children with autism.
- CPD training includes 'Understanding Autism, Asperger's and ADHD', 'Understanding Dyslexia,' 'Depression: a Compassionate View'.
- We have experience in supporting children with dyslexia, dyspraxia, selective mutism, ADHD, Autism and speech and language difficulties. We work with relevant agencies such as Speech & Language Therapists, Occupational Therapists and Educational Psychologists.



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL

The Hollies

### SEND INFORMATION REPORT

#### **What support will there be for my child's overall well-being?**

- The school recognises that some children have additional social and emotional needs that need to be developed and nurtured. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.
- For those children who find aspects of this difficult we have a Learning Support Assistant who is trained to support children with ASD (Level 3).
- If requested the school will advise regarding the involvement of any external specialists (such as an Educational Psychologist) to support pupil who experience difficulties.
- The school supports pupils with medical needs in the following ways:
  - If a pupil has a serious medical need then a detailed Care Plan is compiled with support from parents/carers/hospital. These are discussed with all staff who are involved with the pupil.
  - Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine Consent form is in place to ensure the safety of both child and staff member.
  - All staff receive first aid training. Two members of staff have a certificate in Paediatric First Aid.
  - For a child with long term absence due to health care needs – a robot was provided by the parent and supported by health care professionals, for use in the classroom

#### **How will you support my child when they leave The Hollies or when they move to another class?**

- The school recognises that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.
- If a child is joining us from a pre-school or nursery the Foundation Stage Leader and/ or the SENCo, where possible, will meet the child and the staff working with that child to share information and good practice.
- Internal transition is managed carefully through visits to the new class and internal transition meetings for staff. All information (including past IEPs) is forwarded to the new class teacher.
- If a child is moving to another school we will contact the school to ensure that they know about any special arrangements or support that need to be made for the child and we will ensure that all records are passed on as soon as possible.
- We work closely with Twycross House School and in Year 4 the class teachers and/or the SENCo will discuss the specific needs of a child with the members of staff and/or SENCo. In most cases, a transition review will take place with the SENCo from the Twycross House School.
- Children will be supported to ensure that they understand the changes ahead.
- Where possible, a child will visit their new school, and in some cases staff from the new school will visit a child in our school.

#### **How will I be able to raise any concerns I may have?**

- In the first instance all concerns are to be raised with the pupil's class teacher. If there are more specialised educational concerns or complaints that need to be discussed, then you



## TWYCROSS HOUSE PRE-PREPARATORY SCHOOL

### The Hollies

### SEND INFORMATION REPORT

can arrange an appointment with Miss Woolley (SENCo) or Mrs Assinder (Head Teacher) who will be able to offer advice in relation to these.

- The school works in collaboration with parents in many ways, and is always looking for opportunities to strengthen links with families. These include:
  - Parents' evenings and consultations focussed on progress, targets, support and information sharing.
  - Phone calls or meetings as appropriate to share information and to discuss any issues.
  - Annual Reviews and regular IEP review meetings.
  - Parent information sessions e.g. new starters meetings
  - Summer School sessions for new starters/families
  - Reading with your child ppt
  - Welcome to The Hollies ppt
  - The school's website containing up to date information.
  - An 'open door' policy in all classes
- The complaints procedure is clearly laid out in the Complaints Policy which is available from the school office.

Should you have any further queries then please contact the school office on 01827880725/  
[thehollies@twycrosshouseschool.org.uk](mailto:thehollies@twycrosshouseschool.org.uk) the staff will be happy to arrange an appointment with the appropriate person.

Further information re accessibility can be found on our Accessibility Plan (copy held in office).