

MERTON EDUCATION PARTNERSHIP

Children and Families Act 2014

School SEN Information Report



Hollymount Primary School



September 2021

(Reviewed and updated September 2022)

Headteacher: Joe Croft

Inclusion Lead: Faye Kimber

Safeguarding Lead: Joe Croft

SEN Governor: Joanna Burgess

<p>1. How does Hollymount School know if the child/young person needs extra help?</p>	<ul style="list-style-type: none"> • Progress is monitored termly for all pupils. Pupils that are identified as not making expected progress are discussed with the class teacher, Inclusion Lead and Maths and English subject leaders. Interventions are put in place to support the child to make progress. If these interventions do not have an impact further assessments will be carried out to see if there is some other barrier to learning such as a speech and language difficulty or dyslexia. • Teachers also use their knowledge of the children in their class and their ongoing assessment to identify where children are experiencing difficulties which are getting in the way of their learning. This could manifest itself as struggling to master segmenting and blending in phonics, struggling to get to grips with basic mathematical concepts, engaging in avoidance or inappropriate behaviour to mask a difficulty, being unable to recall verbal instructions or behaviour that indicates a child is under emotional stress such as aggressive outbursts or becoming withdrawn. • The teachers will discuss their concerns with the Inclusion Lead and complete a school referral form where information about discussions held and actions agreed can be recorded. The teacher will arrange to meet with the parent to discuss their concerns. • The Inclusion Lead will use their knowledge of a range of SEN to decide whether there is expertise within the school to assess and support the pupil or it will be necessary to use the expertise of an outside agency such as Educational Psychology Service. • Once discussions with the parents have taken place, and with their agreement, referrals can be made if necessary or further assessment within school will be carried out. Parents will be kept informed of the results of any referrals or assessments receiving written or verbal feedback and the next steps to be put in place to support their child will be explained.
<p>2. What should I do if I think my child/young person may have SEN?</p>	<ul style="list-style-type: none"> • If the class teacher has concerns about your child they will arrange to meet with you to discuss this. Teachers will contact you directly to arrange a meeting with them. If requested, the Inclusion Lead will also attend this meeting. • If you have a concern about your child's academic progress or well-being you should contact your child's class teacher in the first instance, either in person or by phone, and discuss your concerns with them. At this meeting you will be able to explain your concerns and the class teacher will be able to tell you of any planned support for your child. • Following these meetings a plan may be put in place to assess and support any need that has been identified. • The school provision for pupils requiring extra support includes: <ul style="list-style-type: none"> ➤ High quality teaching adapted to the needs of individual pupils ➤ Small group interventions designed for pupils who need to 'catch up' ➤ Small group or individual interventions for pupils with special educational needs ➤ In-class 1:1 support to access the curriculum (usually pupils with Education, Health and Care Plans) ➤ Advice and support from the Inclusion Lead

	<ul style="list-style-type: none"> ➤ Advice and support from outside agencies such as the Educational Psychology Service • If your child needs provision which requires a high level of funding over and above that which is provided for in the school budget, you and the school can request top-up funding from the High Needs Funding held by the Local Authority. The school and you will work together to make this request. • Your child's progress and provision will be regularly discussed with you at: <ul style="list-style-type: none"> ➤ Parent consultation evenings in the autumn and spring terms ➤ Inclusion and Additional Support (IAS) meetings if on the SEN register ➤ Annual review meetings for children with an EHCP (Education, Health and Care Plan) ➤ Other meetings as required with the class teacher, Inclusion Lead or representatives from outside agencies
<p>3. How will I know how Hollymount School supports my child/young person?</p>	<ul style="list-style-type: none"> • Once a need has been identified the class teacher and Inclusion Lead will put together an Inclusion and Additional Support Plan. You will be invited to contribute to this plan and share your views and those of your child. This will be reviewed with you at least three times a year and sometimes more frequently if there is a high level of need or a sudden change in circumstances. • A range of evidence from different sources will be used to decide the type and level of need and the appropriate support required. This evidence will include standardised assessment, observations, the pupil's work in class, information and concerns from home and information provided by an outside agency. • Appropriate support will be planned by considering practice which has been found generally to be effective (nationally, locally or within the school) or using support that has been successful for your individual child. • Not all pupils require an Inclusion and Additional Support Plan as some support is provided as part of the normal class support for children who require some more time to consolidate their learning. Other support is more targeted and could be delivered either in a very small group or 1:1. This type of support would normally require the child to have an Inclusion and Additional Support Plan in place. We will let you know the type of support your child is receiving. • Some children require significant levels of support and this is normally provided through an EHCP (Education, Health and Care Plan). If these children require support within the class the adult/s working with them will support them to: <ul style="list-style-type: none"> ➤ Access the curriculum more effectively leading to greater participation and success ➤ Support them to develop specific skills and understanding through general support as well as specific programmes of activity such as speech and language programmes ➤ Increase your child's social and academic independence.

	<ul style="list-style-type: none"> • It is the job of the Inclusion Lead to keep up to date with SEN identification and provision. Training for staff will be identified by the Inclusion Lead and will be included in the programme of staff development planned for the school. • If the school wishes to seek advice and support from an agency or specialist who is not employed by the school, you will be consulted before any referral is made. The school will not make any referrals without your consent. Any findings or recommendations will be shared with you and any next steps discussed • The Inclusion Lead works closely with the SEN governor to regularly review and evaluate the school's provision for and success with pupils with special educational needs. • We monitor the progress of all pupils, including those with special educational needs, and use information from parents, class teachers and assessment data to measure the impact of the support provided.
<p>4. How will the curriculum be matched to my child/young person's needs?</p>	<ul style="list-style-type: none"> • Work is differentiated to meet the needs of all the children in the class. This work is often further differentiated to support the specific needs of a pupil with SEN. • Differentiation can be achieved in different ways through: <ul style="list-style-type: none"> ➤ Planning – tasks are adapted to allow pupils to understand and participate fully ➤ Delivery – the teacher will use a range of inclusive strategies and will adopt strategies that have been identified as useful for individual pupils. ➤ Support – the teacher will organise groups or pairs that will support the individual child and also deploy any support staff effectively ➤ Marking – the marking system used will inform, support and involve the pupil in evaluating and developing their learning. ➤ Equipment – if appropriate, specialist equipment can be provided to support the pupil such as writing slopes, wobble cushions, standing tables, pencil grips or easy to use scissors. • Any additional support or intervention is planned either by the class teacher or the Inclusion Lead or sometimes both. These interventions are delivered either in small groups or 1:1. The support is given by the class teacher, TAs and the Inclusion Lead. We have a highly skilled group of TAs and they work closely with the class teacher to plan and deliver high quality support and intervention.

<p>5. How will the school know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • Teachers assess children's progress every day as part of their on-going assessment and marking and feedback procedures. • More formal assessments against assessment levels are carried out termly. • As part of these assessment procedures the progress of pupil groups such as our SEN pupils is also monitored to ensure that they are making similar progress as the rest of the school population. • Pupils that are identified as not making expected progress are discussed with the class teacher, Inclusion Lead and Maths and English subject leaders. Interventions are put in place to support the child to make progress. These interventions are monitored to ensure they are supporting progress. • We understand that emotional barriers to learning can have as significant an impact on pupil progress as academic barriers. Children with emotional difficulties are supported by our ELSA (Emotional Literacy Support Assistant) who will support them to work through the difficulties they are experiencing and help develop their resilience and self-esteem. • It is sometimes difficult to show a 'measure' of the impact of this type of support but it can often be monitored through: <ul style="list-style-type: none"> ➤ Observation of the pupil and their engagement in learning and other school activities ➤ The pupil's ability to persevere and remain positive in the face of challenges ➤ Comments from class teachers about the pupil's confidence in class and level of engagement in learning ➤ Monitoring of social interactions and the development of new positive friendships ➤ Discussion with the pupil ➤ The use of assessments such as Boxall Profile where appropriate ➤ Progress in the development of social and emotional skills might also be seen through an improvement in academic progress, although this can often take some time to be reflected in assessment levels
<p>6. How will I know how well my child/young person is doing?</p>	<ul style="list-style-type: none"> • Parent consultation evenings are held termly. • If your child has an Inclusion and Additional Support Plan this will be reviewed at least termly (and sometimes more frequently depending on the level of need). You will be invited to this review where you can share your views on your child's progress so far and contribute to the forward planning. • In addition to these arranged meetings parents are always welcome to make an appointment for a chat or a more formal meeting to discuss their individual child at any time. You should contact the class teacher in the first instance as they will often be able to answer any questions you might have. However you are always welcome to request an appointment with the Inclusion Lead if you feel that they would be able to answer your questions or concerns more fully.

<p>7. How will you help me support my child/young person's learning?</p>	<ul style="list-style-type: none"> • We believe that good communication between home and school is vital to create an effective working partnership between parent and teacher. • You are welcome to make an appointment to meet with the class teacher and/or the Inclusion Lead at any time to discuss any issues concerning your child's learning and emotional wellbeing. • All children have a reading record where information can be shared between home and school. Some children with a particular need may have an additional home-school book where information concerning specific areas of support can be shared. • Teachers will always be happy to advise you on things you can do to support your child at home and every parent and child in the school can access educational content via our website to support the work that is going on in class. • We periodically offer parent workshops to explain areas of the curriculum, how they are taught in school and how parents can support their children at home. • Any additional provision outside of the normal classroom support will be discussed with you prior to it starting and your opinion will be sought. • We are able to offer parental support from the Emotional Wellbeing Practitioner (EWP) regarding your child's anxiety and behaviour needs.
<p>8. What support will there be for my child/young person's overall wellbeing? How will my child/young person's personal or medical needs be met?</p>	<ul style="list-style-type: none"> • We believe that resilience and good self-esteem are key features of effective learners. A child's emotional well-being is central to our ethos and we are a caring and inclusive school. • The class teacher has overall responsibility for the pastoral, medical and social/emotional care of every child in their class and as such they would be your first point of contact if you had any concerns about your child's well-being. If further support is required the class teacher would liaise with the Inclusion Lead for further advice and support. This may involve working with outside agencies such as the Virtual Behaviour Service, CAMHS (Child and Adolescent Mental Health Service), the Language and Learning Team or the Educational Psychology service. • Our school also has three ELSAs (Emotional Literacy Support Assistants) working under the direction of the Inclusion Lead to support vulnerable children and their parents. • Our school also has a Child Counsellor who works with selected children in their preferred medium of talking, play and the arts to explore their inner and outer world. • While we currently use a reward system and house points we have started to undertake training towards implementing a positive, restorative approach towards behaviour while using emotional coaching and restorative techniques to address behaviour and relationship needs. • If a child has behavioural difficulties we will work holistically with the family to identify the specific issues and triggers and put relevant support in place. This would then be reviewed regularly. A risk assessment may also be completed if needed to help reduce the incidence of potentially harmful behaviour.

Commented [FK1]: Can we add this in as it is what we are working towards.? Even though we are not there yet?

	<ul style="list-style-type: none"> • Arrangements for pupils with medical conditions are made in accordance with the statutory guidance produced as part of the Children and Families Act 2014. • Children requiring specific regular medication, such as those with asthma, are known to all staff and a list of their names is kept securely in every classroom. Their medication is kept in the school office and is administered under the supervision of the office staff. Any time medication is given it is recorded in the medications book. Health plans are put in place for these children by the school nurse. These medications are always taken with the class when they leave the school premises. • It is the responsibility of the parent to ensure that these medicines are not out of date. • If a child needs to take medicines for a short time for specific illness, such as a course of antibiotics, the parents must complete a form, which is signed by the Head or Deputy, explaining what is required and giving the school permission to administer in their absence. The school is only allowed to administer medication that has been prescribed a by a doctor. • We currently have a rolling programme of first aid training to ensure that we have sufficient numbers of staff trained and able to deliver appropriate first aid. We also have annual training in how to administer an auto adrenaline injector. • The attendance of every child is monitored on a daily basis by the staff in the school office. Any issues relating to lateness and absence are reported to the Headteacher. • The EWO (Educational Welfare Officer) visits every half term to check attendance.
<p>9. How will my child/young person be able to contribute their views on how things are going?</p>	<ul style="list-style-type: none"> • At Hollymount we value and celebrate each child. We understand the importance of the pupil voice and give the pupils at Hollymount many opportunities to express their thoughts and ideas. • Each class from Y1-6 sends representatives to the School Council where they can raise issues that are important to their class as well as helping their class to contribute to whole school planning. • We also use pupil surveys to find out what our pupils really think about their school. The results are analysed and key findings are discussed by both the leadership team of the school and the School Council to develop an action plan to address these issues. • Our ELSAs and the class teachers have worry boxes where pupils can express things that concern them. These boxes are checked regularly and any issues acted upon. • If your child has an Inclusion and Additional Support Plan they will have the opportunity to discuss and set their targets with the class teacher. • If your child has an EHCP this will be reviewed at least annually and your child's views will be sought before the meeting.

<p>10. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Within Hollymount School we have several specialist staff. The Inclusion Lead is a specialist SEN teacher with a postgraduate diploma in SEN (Dyslexia) and is AMBDA (Associate Member of the British Dyslexia Association) accredited. She also has 19 years experience as a SENCO and has knowledge of a wide range of SEN. • We also have 2 ELSAs on our staff who have been specially trained to support pupils with emotional difficulties. Their role has been crucial in breaking down barriers to learning for some of our most vulnerable pupils. • We have 3 ELKLAN trained specialist TAs who has received extensive training in supporting children with speech and language difficulties. One of these works as an LSA for a statemented child. The others work alongside any speech and language therapists that come in to school to support pupils and run programmes to help develop understanding and inference skills as well as social communication skills. • We also have access to a range of outside agencies that can be called upon to support us with individual pupils with a higher level of need. These include: <ul style="list-style-type: none"> ➤ Educational Psychology Service ➤ Language, Behaviour and Learning Team (LBL) ➤ Virtual Behaviour Service (VBS) ➤ NHS Speech and Language Therapy Service (for children under 5) ➤ Child and Adolescent Mental Health Service (CAMHS) ➤ Early Years SEND Inclusion ➤ Merton Autism Outreach Service (MAOS) ➤ School Nurse ➤ Children and Family Centres ➤ Jigsaw4U
<p>11. What training have the staff supporting child/young person and young people with SEN had or are having?</p>	<ul style="list-style-type: none"> • As mentioned above we have several specialist staff working with pupils at Hollymount. • Other support staff are trained as needed to support specific pupils within the class where they are deployed including training for managing children with behaviour issues or those with speech and language difficulties. The specialist staff within our school can often provide support and training for these staff but we also have access to the Merton Teaching Alliance which offers a range of training to support children with a wide range of needs. • All teachers take part in planned whole school training and TLAs have the opportunity to attend these also. • All of our teaching and learning support assistants are managed by the Inclusion Lead. We will be using information obtained from the Teaching and Learning Support Assistants (TLAs) appraisal process to identify future training needs. • All of our TLAs have had training in supporting children with reading and phonics.

	<ul style="list-style-type: none"> • TLA's have weekly meetings to ensure that there is consistency in teaching and learning practices that are taking place in school, to highlight areas where further training is needed and to ensure consistency throughout the school.
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<p>12. How will my child/young person be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children have access to activities outside the classroom as far as possible. • All trips and visits are fully risk assessed by the staff leading them. Transport to and from the location is checked and facilities within the venue are also assessed for suitability for all pupils including those with special needs and other disabilities. • Prior to the visit going ahead we will identify any children who may face difficulties being included in the activity/visit. Identified issues would be discussed with you and your child. • If it is felt that the safety of the SEN pupil themselves or other pupils in the group could be compromised then support would be put in place to ensure the visit could still go ahead safely with all pupils included. 1:1 support from within the school could be provided such as the school ELSA or another adult who the child is familiar with. • In the case of residential trips the needs of the pupil would be considered carefully and a decision made on an individual basis. The issues raised would be discussed with the parents of the child and a plan put in place where possible.
<p>13. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • There is wheelchair access to the whole building with lifts to the ground and first floors. • There is a toilet adapted for disabled users in the entrance hall and also large cubicles available in the children's toilets with disabled access. • There is a ramp down to the main playground which can be accessed via the small hall. • There is also a disabled parking bay in the car park. • If further specialist equipment was required we would take advice from parents and other specialist agencies as to what was needed and where it could be sourced. • Many different languages are spoken at Hollymount School and we use parents within our school community, members of staff, volunteers and bilingual language assistants from Merton to ensure that we are able to communicate effectively with families where they speak a language other than English.

<p>14. How will the school prepare and support my child/young person when joining Hollymount School, transferring to a new school or planning for the next stage of their education, employment or training?</p>	<ul style="list-style-type: none"> • Before your child joins Hollymount they will have the opportunity to visit the school with you to familiarise themselves with the building and meet any staff they will be working with. You will have the opportunity to meet a range of staff members as required including the office staff, Inclusion Lead, specialist support staff and the class teacher. • If there is a high level of need the staff at Hollymount may visit your child in their current setting where this is possible. • During their time at Hollymount they will always be prepared for their next stage of learning by meeting their new class teacher in the summer term and visiting their new classroom. Children in Foundation Stage have a more extensive transition programme to help them prepare for their move to Year 1 and the changes that this will bring. • When joining or leaving a school all information about a particular pupil is transferred between the current and receiving school. Any information concerning special needs or other support that is required will be sent to the new school. If there is a high level of need the Inclusion Lead will contact the school that the pupil is going to or has come from to ensure that everyone has the most accurate, up to date information. • When our more vulnerable pupils are preparing to move to secondary school a transition plan will be put in place and they will supported in this by our ELSA. They will help the children prepare for what is to come and give them support to develop specific skills, prepare strategies to cope with a range of situations and have the opportunity to discuss their concerns. • The Year 6 children will also have the opportunity to visit their new school and meet some of the staff they will be working with. Many secondary schools also offer special transition days specifically for pupils with special educational needs.
<p>15. How are the school's resources allocated and matched to child/young person's special educational needs?</p>	<ul style="list-style-type: none"> • Resources for SEN pupils and other pupil groups such as Pupil Premium pupils are allocated on an individual basis depending on need. Resources from within the school budget as well as additional funding such as high needs SEN funding or Pupil Premium funding are used to support pupils with specific needs. • The progress of pupils receiving additional support is closely monitored by the Inclusion Lead to ensure that this support is having an impact for those pupils. • Resources provided may include LSA provision, small group intervention, 1:1 support, advice from outside agencies and assessments to determine a pupil's needs. • Where there is insufficient funding provided from high needs funding or Pupil Premium support the school will endeavour to make additional funds available to support pupils wherever possible.

<p>16. How is the decision made about what type and how much support my child/young person will receive? How will I be involved?</p>	<ul style="list-style-type: none"> • As previously explained, decisions about the type and frequency of support given to an individual pupil is based on the level of need and their progress. By using in-school assessment data, discussions with class teachers and parents as well as using advice from other professionals the Inclusion Lead, in consultation with the class teacher and parents, will plan the type and frequency of support. • The provision for each pupil receiving additional support will be explained to you, usually at a parent consultation meeting. Additional meetings are also sometimes arranged where new support is being planned. • We monitor the progress of all pupils, including those with special educational needs, and use information from parents, class teachers and assessment data to measure the impact of the support provided.
<p>17. How will I be involved in discussions about and planning for my child/young person's education?</p>	<ul style="list-style-type: none"> • When any new additional support is being planned for your child this will be discussed with you by the class teacher. Class teachers are also available to discuss any concerns you may have about your child's progress and level of support. • The Inclusion Lead has oversight of all additional provision being given throughout the school and this is detailed on a provision map, which is reviewed and assessed each term by class teachers and the Inclusion Lead. • Where there is a high level of need additional meetings may be held with you where the class teacher, Inclusion Lead and other professionals will be present. This is an opportunity to share views and raise any concerns you may have. • The Inclusion Lead is always available to meet with you to discuss any issues concerning your child's progress or provision. • Your child will have the opportunity to discuss their Inclusion and Additional Support Plan with the class teacher and comment on their progress towards meeting their targets. If your child has an EHCP they are invited to provide their views to be considered at the annual review meeting.
<p>18. How can I be involved in the school more generally?</p>	<ul style="list-style-type: none"> • Hollymount School welcomes parental involvement in the life of the school • We have an active PTA who arrange a variety of events and fundraising activities throughout the year. They also hold regular coffee mornings, which are a great opportunity to meet other parents. • We also have a number of parent volunteers who are involved in a variety of school support such as accompanying year groups when they go swimming, taking cooking groups, helping with art activities and supporting children's reading. • You are welcome to enquire at the school office if you wish to become involved.

<p>19. Who can I contact for further information?</p>	<ul style="list-style-type: none"> • If you are a parent of a child currently at Hollymount your first point of contact would be your child's class teacher. They will be able to discuss your concerns with you initially and if necessary they will contact the Inclusion Lead and arrange for you to meet with her. • If you are not happy about how your child is being supported and the provision being made you should speak to the class teacher first to discuss your concerns. If you feel they have not answered your questions completely then please contact the Inclusion Lead to discuss the issue further. • If you are still concerned that the issue has not been dealt with satisfactorily you should contact the Head Teacher Mr Croft for an appointment
<p>20. What should I do if I am considering whether this is the right school for my child/young person?</p>	<ul style="list-style-type: none"> • We hope that this information has been useful in giving you an overview of the support offered for pupils with additional needs at Hollymount Primary School. • If you are considering whether Hollymount is the right school for your child and your child has additional needs then you should contact the Inclusion Lead to arrange an appointment. The school phone number is 020 8946 0454 or you can contact us via email at info@hollymount.org • You can also contact the Information and Advice Officer for Merton (formerly Parent Partnership Officer). Her name is Fran Turko and her contact details are: <ul style="list-style-type: none"> ➤ Joseph Hood Primary School Whatley Avenue SW20 9NS Tel: 020 8542 2471 fran.turko@merton.gov.uk