Holymead Primary School

SEND Information Report

Holymead Primary School is a large primary school admitting children from Reception to Year 6. There are 3 classes in each year group, and the school admits a maximum of 90 children into its Reception class each year. The school is split over 2 sites located approximately 0.5km apart. Our Hollywood Road site houses our Infants (Reception and Key Stage 1) and our Wick Road site houses our Juniors (Years 3 – 6, Key Stage 2).

Holymead Primary School believes in the inclusion of all and strives for every child to achieve and progress regardless of ability, race, gender, ethnicity, background or faith (please refer to our equality policy). To achieve this, the school carefully monitors the academic progress of every child, and intervenes if there are any concerns. Furthermore, we strongly believe in the importance of our pupils' social and emotional well-being and as such we also support the children in their development in these areas.

To ensure our inclusive approach, the school uses the funding received from the government to enable our Special Educational Needs (SEN) provision. This includes:

- Two experienced Special Educational Needs Co-ordinators (SENDCos). Mrs Lees works 0.6 on the KS1 site, Mrs Davies works full time on the KS2 site (dedicated SENDCo time of 0.6).
- A dedicated and enthusiastic LSA team who have additional training and experience in speech and language development, autistic spectrum disorder, dyslexia, reading interventions, mathematics interventions, phonics, social skills programmes, physical development programmes and supporting children with social and emotional needs.
- Higher Learning Teaching Assistants (HLTAs) with training and experience in delivering literacy interventions and numeracy interventions who support LSAs delivering interventions in their respective areas.
- 2 Family Link Workers who build strong relationships with families whilst mentoring their children, and also provide support for children's emotional wellbeing.
- Support, guidance and training from a wide range of professional agencies, which include Educational Psychology Service (EPS), Bristol Autism Team (BAT), Speech and Language Therapy (SALT), Primary Mental Health Specialist (PMHS).
- A range of in class, small group and 1:1 intervention programmes, as appropriate to the needs of each child.
- Access to support, advice and direct therapy from a Speech and Language Therapist privately commissioned by Holymead Primary School.

How does the education setting know if children need extra help and what should I do if I think my child/young person may have special educational needs?
• The progress of all pupils is monitored regularly by class teachers and the Senior Leadership Team, so that if a pupil is not making the expected progress or attaining the expected levels (academically, socially, emotionally or physically), the school can promptly identify any need for additional support. • This will then be discussed with parents/carers. If a parent/carer has any concerns about their child's progress or attainment, they should first discuss these concerns with the class teacher. The class teacher will then involve the SENDCo as appropriate. It may be arranged for the parent/carer to meet directly with the SENDCo or a professional agency. • We receive information from pupils' previous schools and pre-schools. Data from

the previous class is passed on to the next teacher.

How will the education setting support my child/young person?

- How we support each child depends upon their needs. We use a combination of academic data, observations of the children, discussion with parents/carers and other records to identify the needs of any child. We then organise appropriate support in response to this. This may include differentiation within the classroom, or interventions outside the class. The interventions may be delivered to a group or individually, or led by a teacher, HLTA or LSA.
- Where a child is identified as requiring more individualised support, an IEP will be written (Individual Education Plan). The IEP will list the interventions in which the child is included, additional support strategies and targets. When an IEP is in place, the parent/carer will be invited to discuss this with the class teacher three times per year. Parents/carers are also able to meet with the SENDCo to discuss their child's support.
- Most interventions include entry and exit assessment in some form so that the effectiveness of any intervention can be monitored. The SLT tracks the data of many groups across the school, including SEN, to ensure progress is made by all.

How will the curriculum be matched to my child's/young person's needs?

- During some sessions (e.g. Literacy and Guided Reading) the children are grouped within their class by ability, with the teaching, resources, activities and support finely tuned to match the needs of each group. Similarly, for Maths the children are sometimes grouped according to ability. During other lessons, the class teachers ensure that any activity is differentiated to enable all learners to progress. On occasion, a child may be supported within their class by an LSA, if this is appropriate to the child's needs.

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

- If a child is receiving additional support they will have an IEP. Interventions and targets are recorded, and these are reviewed in terms 2, 4 and 6.
- Most of our interventions are designed with entry and exit assessments so that we can quickly see how effective the intervention is and the progress made by the children.
- All children's progress is tracked by the class teacher and SLT. Data for Reading, Writing and Mathematics is recorded at the end of terms 2, 4 and 6. Any slow progress is quickly identified and focused on.
- IEP meetings and Parent/carer's evenings are used to discuss the child's progress. As a part of this, we will discuss ways in which parents/carers can support their child. The IEP sets out the additional support being given to any child. This is also an opportunity for parents/carers to add ideas to the IEP. Additional meetings can be arranged with the SENDCo to discuss this also. Furthermore, it may be appropriate to use a Home/School communication book, if it is felt daily communication is needed. Alternatively, it may be possible to receive feedback on each day from the class teacher or another member of staff who works with your child.

What support will there be for my child's/young person's overall wellbeing?

As a UNICEF' Rights Respecting School', children's rights are central to our ethos. This means that we not only teach about children's rights but also model rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils

to support children in reaching their full potential. On occasion it may be appropriate for a child to have a Pastoral Support Plan (PSP). This will be written in discussion with the class teacher, a member of SLT, the child and their parents/carers. It will set short term targets for their behaviour and will be reviewed as appropriate to the child.

This will go alongside praise and an agreed reward system. Please see our Behaviour policy for further details. At Holymead Primary, we feel it is important to listen to the child's voice. Children are encouraged to share their ideas and feelings, and contribute to the writing of their IEP or PSP. Some children may be given some mentoring time with a Family Link Worker.

What specialist services and expertise are available at or accessed by the education setting?

- Within school we have staff with training in a range of interventions to support across all areas of SEND.
- We work closely with other professional agencies such as: school nurse, Educational Psychology Service, Bristol Autism Team, Child and Adolescent Mental Health Service, Primary Mental Health Service, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Social Care, Sensory Support Service, Educational Welfare Office.
- Our Family Link Workers have a wealth of knowledge and experience of accessing support for areas such as housing, social care, nutrition, employment, and health among many others.

What training have the staff had, or are having, who are supporting children and young people with SEND (Special Educational Needs and Disabilities)?

- All teachers hold qualified teacher status, and all staff members receive regular training in how to best support learners with SEND.
- The SENDCos are qualified and experienced teachers who continue to receive ongoing training through the use of local cluster groups and an annual conference as well as professional development training courses.
- Staff training may be tailored to meet the needs of a specific child.

How will my child/young person be included in activities outside the classroom including school trips?

- Our Equality Policy ensures the inclusion and involvement of all our learners in every area of the curriculum including extra-curricular activities and trips.
- If there are any concerns over safety or access, a personal risk assessment may be carried out to identify any issues and make appropriate adjustments, especially on trips off-site. Parents/carers will be involved in this process as appropriate. On occasion staff/child ratios are adapted to ensure the inclusion of all.

How accessible is the education setting?

- Holymead Primary School spread over 2 sites approximately 0.5 km apart. The Infant site is on a single level and is fully wheelchair accessible. We have a disabled toilet with a shower and changing facilities to support children with additional toileting needs.
- The junior site is largely based on a single level, with some steps. Where necessary adjustments are made to ensure accessibility for all. The ground floor is accessible via ramps located at several entry/exit points and there is an accessible toilet which includes a shower.
- Accessibility is planned for as part of our Equality Policy and Plan.

- If needed, we aim to arrange for a translator to attend meetings.

How will the education setting prepare and support my child/young person to join the setting, transfer to a new setting or the next stage of education and life?

- We receive information about every child from their previous setting. Before the children join Reception, we can arrange to visit the children in their Nursery/preschool settings and we organise additional transition activities for those children who would benefit. This can include meetings between their parents/carers and the new class teacher, SENDCo and head teacher as desired by the parents/carers.
- Children who join us at other times are encouraged to visit, along with their parents/carers. We can liaise with the previous setting as needed, to identify provision and ensure a smooth transition.
- As children transfer between the Infant and Junior sites, transition visits are organised and those children who require additional transition arrangements are catered for on an individual level.
- We work closely with secondary schools receiving our pupils, discussing the needs of each child with the appropriate SENDCo, tutor or pastoral leader. A transition plan is then devised, as appropriate to each child, and may include additional visits, specific transition work and identification of a mentor. We pass on all records we have held during the child's time at our school. Children moving to other schools at other times can also have a transition plan if this is deemed appropriate.

How are the education setting's resources allocated and matched to children's/young people's special educational needs?

- For those children with an EHCP, this document guides us in what we must allocate to meet their needs.
- For all children, it is during regular meetings between class teachers/LSAs and the SENDCo, that children's needs are identified. This then guides us in our allocation of resources and helps us to create our provision map which sets out the types of intervention available.
- The SENDCo and class teachers meet with outside professionals as required. The information gathered from these specialists may also guide us in allocating resources.

How is the decision made about what type and how much support my child/young person will receive?

- Firstly, all information transferred to us about a child from a previous setting is scrutinised to identify where previous concerns have been raised regarding any area of the child's development.
- Pupil progress meetings are held 3 times per year with the class teachers, deputy and SENDCo, and any child who is not making expected progress will be considered for an intervention, focusing on their particular area of need, e.g., reading, writing.
- In addition, parents/carers and class teachers may also raise concerns as they arise throughout the school year.
- When an additional need is identified, it may be appropriate for a child to be considered for an intervention. We deliver interventions to support children with phonics, reading, writing, number work, speech and language, physical skills and social skills. Our interventions are well established and monitored on a termly basis to ensure they are having the desired impact and meeting the child's needs.
- Sometimes a child's needs are such that they cannot be met in a group intervention, and they require a more individualised program. In this case, the level of support will be planned carefully by the SENDCo and class teacher following guidance from outside agencies.
- Additional support that a child receives is detailed on an IEP and these are reviewed 3 times per year.

How are parents involved in the education setting? How can I be involved?

- We work closely with parents/carers to ensure the well-being of their child. Parents/carers are involved in the decision-making process about their child's support.
- Many teachers are available on the playground at the end of the day to have a quick chat with parents/carers. If a more detailed conversation is needed, then we ask that an appointment is arranged through the school office.
- Parents can get involved in school-life in a number of ways. These include joining the Governing Body, joining the 'Friends', helping out in school with activities such as craft or reading and attending school events.

Who can I contact for further information?

- The first point of contact is always a child's class teacher. A meeting can also be arranged with the SENDCo and/or Head teacher, as appropriate. This can be arranged through the school office.
- SEND and You is an independent group with the specific aim to guide parents/carers in the area of SEND.
- Further links to other appropriate agencies can be found on our web site. There is also a link to the Local Authority's Local Offer.

Questions from a child's point of view

What should I do if I think I need extra help? You should talk to your teacher or an LSA, if there is something you find difficult. They will be able to help you. You could ask your parent/carer to contact your teacher for you.
How does the school know if I need extra help? We will talk to your last teacher and look at your work and scores. We will talk to you and your parents/carers. You will be able to give ideas about what helps you to learn. We may talk about how you make friends and how you behave around school.
How will you help me with my work? Sometimes you may have lessons in a small group. This might be in a different class room. You might be given different activities or equipment. There might be an LSA in the class room, ready to help you and other children.
What should I do if I am worried about something? It is important that you tell someone straight away. You should talk to your parents/carers. You could talk to your class teacher, an LSA or an SMSA (the adults who help at lunchtime). You might like to see the Head teacher, Mrs Davies (KS2 SENDCo), Mrs Lees (KS1 SENDCo), Miss Alexander or Mrs Roberts (Family Link Workers). We are all here to help so you can ask anyone!
How will I know how I am getting on? All your teachers will talk to you about your learning. They will write comments in your books. They may give you a target to aim for. They will explain to you what to learn next and praise you when you achieve it.
Are there other people who will help me? Sometimes the school may ask a visitor to come in and help us. They will be specially trained people who are really experienced in certain things like Physiotherapy or Speech. They might meet with your parents/carers and come and visit you in a lesson. Your teacher or LSA will always explain how they are helping you.
How will you help me be ready for Secondary School? We will talk to your next school about how you learn best. We might arrange for you to have extra visits to your next school. You will be able to talk about the things that worry you and we will try to help you sort these out.
It is really important to us that you are happy and learning well. Talk to your parents/carers or class teacher if there is anything you think could help you better at school. You might be the first person to think of it!

Reviewed: 26th February 2026
Next review: February 2027

RIGHTS RESPECTING SCHOOLS
unicef UNITED KINGDOM
GOLD – RIGHTS RESPECTING

Rights Respecting Schools Article 23:

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Rights Respecting Schools Article 28:

All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable

of.