Holly Grove Primary Academy

Special Educational Needs and Disabilities (SEND) offer

2026-27

What should I do if I think my child may have special educational needs?	Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking to them directly, sending them a class dojo message or by contacting the school office on **01543 278620** to arrange an appointment. They may suggest that you also meet with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo), Early Years Special Educational Needs Coordinator (EYSENDCo) and SENDCo in training, who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENDCo to arrange a meeting by either telephoning the school office on **01543 278620** or by emailing Mrs S. Barnes, SENDCo, Miss K. Marshall, EY SENDCo or Miss S. Edwards, Assistant SENDCo, via the office at office@hollygrove.staffs.sch.uk stating: FAO SEND team
What are special educational needs?	The Special Educational Needs and Disability Code of Practice states that: *'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'* (DfE, 2015)

What kinds of special educational needs are provided for at Holly Grove Primary Academy?	At Holly Grove we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs and Disability Code of Practice (DfE, 2015) outlines four main categories of Special Educational Need which are: • **Communication and interaction:** *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.* • **Cognition and learning:** *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.* • **Social, emotional and mental health difficulties:** *Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.* • **Physical and/or sensory needs:** *Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

How does the school know if my child needs extra help?	Children's attainment and progress is tracked in detail each half term. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that: • The child's progress is slower than that of their peers • The child's rate of progress has slowed down • There is a gap between the child's attainment and that of their peers • The gap in attainment widens over time • Additional adult support and/or resources are required to access the curriculum If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies and intervention programs that will aim to accelerate progress and close gaps in attainment.
How will I know how the staff at Holly Grove Primary Academy support my child?	If your child is on the Special Educational Needs and Disability (SEND) register they will receive an Individual Learning Plan each term which will include specific targets linked to their identified area(s) of need. Their plan will be written in consultation with the child and parents and will detail the SEN support that school are putting in place to help the child achieve their personalised targets. This might include: • Intervention groups • Precision teaching • Specialist, personalised intervention
How will the curriculum be matched to my child's needs?	Teachers plan learning taking children's next steps into account. They differentiate their teaching to meet the needs of all learners in their class. If a child has identified SEND then the teacher will differentiate teaching and learning and possibly the learning environment to remove barriers to learning and enable them to access the curriculum more easily. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.
How will both you and I know how my child is doing?	Pupils' attainment and progress is tracked regularly and intervention is put in place to address any gaps in learning and/or to accelerate progress. We hold termly Parents' Evenings where we will discuss your child's attainment and progress with you. You will receive an interim report half way through the academic year in addition to a detailed report at the end of each school year. If your child is on our SEND register, you will also be invited into school each term to discuss your child's progress towards their individual learning targets (including the impact of the interventions that they have been part of) and to be part of the target setting for the following term.

How will you help me to support my child's learning?	We will meet with parents of children on our SEND register each term and suggest ways to support your child at home. We hold various parents' workshops throughout the year, including phonics, reading and maths workshops. These are advertised in on Class Dojo and our school newsletter. The SENDCo will also be able to advise on ways to support your child and may also signpost you to further support from external services. There is a link at the end of this Information Report to the Staffordshire Marketplace where you can find additional advice and support.
How is the decision made about the type of support and how much support my child will receive?	The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made. For children receiving SEN support in school then the level of support will be determined by the nature of the interventions and/or precision teaching that they will receive and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets. For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.
How is my child involved in decisions?	Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an EHCP they will be part of the annual review process.
What specialist services and expertise are available at or accessed by the school?	As a school we have access to a wide range of specialist services including: • Special Educational Needs and Inclusion Service (SENIS) • Burntwood and Lichfield SEND and Inclusion Hub • Staffordshire Enhanced District Inclusion Support (SEDIS) • Autism Inclusion Team (AIT) • Hearing Impairment (HI) and Visual Impairment (VI) Team • Minority Ethnic Achievement Service (MEAS Team) • Educational Psychologist (EP) Service • Speech and Language Therapy (SaLT) Service • Child and Adolescent Mental Health Service (CAMHS) • Midlands Psychology (MP) service • Malachi (Social and Emotional Well-being support) service • Occupational Therapy (OT) • School Nurse

How are parents involved in the school?	At Holly Grove, we strive to work in successful partnership with all of our parents. We hold a range of events throughout the year whereby parents are invited into school to be part of their children's learning. Parents, as well as children, are encouraged to be an active participant in the Assess, Plan, Do, Review cycle and are invited into school each term to review previous learning targets and to facilitate in the setting of the next term's targets.
How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	On Entry: • If your child joins us in Nursery or Reception then they will be part of a comprehensive induction programme This includes: • An open invitation to attend our 'walk around' meetings with the Early Years Lead. • An induction evening for parents to gain all the necessary information to facilitate a smooth transition before they start at our setting. • A series of weekly induction visits during the summer term before they start Nursery or Reception in September. • Reception Staff visit to see new children and their Key Person in their current settings if they attend one prior to them starting with us. • Communication between staff from Holly Grove and their previous setting so that we know their next steps. • A face to face meeting with each parent to share any concerns and for Holly Grove staff to know more historical and current information about your child. • A meeting with any new parents of children already known to have SEND. • Communication between Holly Grove staff and any current outside agency involvement If your child joins us from another setting in Years 1 to 6 then they too will be offered an induction. This includes: • We encourage parents to come and walk around our setting with the Year group lead so you get to know our school – this can be with/ without the children (parental choice) • Holly Grove staff will communicate with the previous setting to find out further information about your child • some taster sessions and we will liaise closely with the school from which they are transferring to ensure a smooth transition and transfer of all necessary information. • A face to face meeting with your child's new class teacher/ teaching team or the pastoral team (as an in year transfer) • If your child starts ready for a new academic year, an induction meeting in September to welcome you to the year group <u>Transfer to a New Setting</u> If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on. The SENDCo will also contact the new school's SENDCo to discuss support currently in place.

	<u>Moving up to the Next Class</u> Teachers will hold a handover meeting in advance of the child moving up where information regarding children's individual needs and the nature of SEN support they have received will be discussed. We also hold 2 separate transition sessions and informal sessions for your child/ children to get to know their new teacher. The children will bring home a leaflet about their new class. Information on the website is up to date and has all relevant information needed for you to be able to see what happens in that year group. <u>Transition to Secondary Education</u> During Year 6 there are various opportunities for the children and parents to visit high school and meet the staff. Children attend some transition visits and for pupils with SEND we often arrange further additional visits if we feel that this would be beneficial to the child. For schools in the local area, the SENDCo's from both schools will hold a meeting in the summer term to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school.
How will you support my child's medical needs?	All children who have a medical condition will have an individual Health care plan, which will have been written by staff, parents and the relevant healthcare professionals where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and are certified as competent. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in '*Supporting pupils with medical conditions in school'* (DfE, 2014)
How are the school's resources allocated and matched to children's special educational needs?	At Holly Grove Primary Academy, allocation of resources is dependent upon need within the school. We use our budget to help raise attainment and achievement of all of our pupils, including those with SEND through: • Classes have a highly qualified Teaching Assistant (TA) supporting the learning. • Securing more TA hours to run intervention programmes and support in class. • Running personalised one-to-one intervention programmes. • Providing training on intervention programmes for TAs (and associated costs). • Ensuring that pupils have equal access to the curriculum. • Purchasing sensory items to support sensory circuits and individual needs. • Creating sensory corner/calm corners in each classroom.
What training have the staff supporting SEND had or what training are they having?	The SENDCo has completed the National Award for SENDCos. All teaching and non-teaching staff received Tier 1 Autism training from the Autism Outreach Team and in July '25 and training focusing specifically on autism and girls. Staff received additional Autism training in summer 2026. In the summer term, Staff and TAs received training around from the Speech and Language Therapy Service in working with children with difficulties in understanding language. Early years staff have received training for stokes speaks out speech and language programme. Staff trained in ELSA with the Staffordshire education psychology service. In summer 2025, EYFS staff all received Makaton training level one and two. All Early year's staff have received Dingley's promise training. Ta's have

	received training in carrying out the Staffordshire LA Educational Psychology Programs (EPATT Reading, Math's and Spelling). In 2025/26, Several staff members have also received restrictive respectful engagement training. Staff trained in De-escalation strategies, emotion coaching, and Lego therapy. Early years and Lunchtime staff received support and training from SEDIS. In September 2026, all staff received adaptive teaching training.
What provision do we offer at Holly Grove?	Soft starts for children Meet and greets Effective quality first teaching- across school including adaptive teaching strategies Bucket time -EYFS EPATT Reading, Spelling and Maths-Y2-Y6 Mastering Number -R-Y6 Forest school N-Y6 Effective teaching adaptions – KS2 Maths and English. YOGA – R-Y6 (Different year groups every half term) Woodwork- EYFS. Nurture program – Hub at lunchtime. Lunchtime adaptions – games room, quiet area for reading, colouring/ drawing, outdoor classroom, playground equipment Dems- EYFS Dough disco Teodorescu Handwriting Programme Delivery of Speech and Language support packages of intervention (provided by the SALT team) Delivery of Occupational Therapy bespoke packages of support (provided by the OT team) Stoke speaks out- EYFS/ Year One. Sensory circuits and equipment where necessary Regulation zones within each Key Stage. Makaton – EYFS ELSA (Emotional Literacy Support) LEGO Therapy Massage In Schools Programme (MISP and Mini-MISP in Nursery) EBSA support (Emotional Based School Avoidance) support Pastoral support team for earliest help strategies Trust Behaviour professional, Mr N. Smith. Trust SEND professional, Mrs S. Barnes
How accessible is the school both indoors and outdoors?	The school is all on one level with no steps which makes it accessible to all. We have one disabled parking space at the front of the school and one toilet within school is accessible for staff/pupils/visitors who may have a physical disability.

How will my child be included in activities outside the school?	We will always endeavour to make any necessary reasonable adjustments to ensure that all children are fully included in extracurricular activities and school visits. A comprehensive risk assessment will be carried out prior to a school visit and if necessary additional staff or will support the activity/visit.
What support will there be for my child's overall well-being?	At Holly Grove we deliver a comprehensive PHSE curriculum which provides pupils with the necessary knowledge, skills and understanding to develop their social and emotional well-being. This is available to view on the school website. We also work with relevant support services to address issues that might affect young people such as low self-esteem, anxiety and depression. We are also guided by advice in the Department for Education document 'Promoting and supporting mental health and wellbeing in schools and colleges'(July2025). Following the pandemic, we have placed mental health and well-being at the core of our daily offer, alongside our PSHE curriculum. We offer a variety of interventions from staff trained in nurture and well-being including the forest schools and ELSA.
Who can I contact for further information or if I have any concerns?	You can contact: • Your child's class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting • Mrs S. Barnes SENDCo, either by phoning the school office or by emailing her at office@hollygrove.staffs.sch.uk • Miss K.Marshall Early Years SENCo, either by phoning the school office or by emailing her at office@hollygrove.staffs.sch.uk. • Miss A.Edwards, Assistant SENCo, either by phoning the school office or by emailing her at office@hollygrove.staffs.sch.uk • Mrs D. O'Hare, the Head Teacher, who can be contacted by phoning the school office • The Chair of Governors, Mr D.Lennon who can also be contacted via the school office. • Support services for parents of pupils with SEND include: Staffordshire SEND Family Partnership : Contact name: SEND IASS - Staffordshire Family Partnership Telephone number: 01785 356921 Email: sfps@staffordshire.gov.uk Website: SEND IASS - Staffordshire Family Partnership Twitter: @StaffsIASS Facebook: SEND IASS Facebook page Staffordshire Connects Services Directory: http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page This website contains Staffordshire's Local Offer, which describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer website helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.

Who should I contact if I have a complaint regarding the provision made at Holly Grove Primary School?	In the unlikely event that you wish to make a formal complaint then you should contact the Head teacher, Mrs D.O' Hare by telephoning the school office. Our Complaints Procedure Policy is also available to view on the school website. https://primarysite-prod-sorted.s3.amazonaws.com/holly-grove-primary-school/UploadedDocument/23accb28f2da45a2baf411b1b7ae5ad9/complaints-procedure-2018.pdf
When will the SEN information report be reviewed?	This report will be reviewed at the end of each academic year. The next review will be in July 2027.