



**The Holme Church of England Primary School  
An Academy in The Good Shepherd Trust**

The Good Shepherd Trust, Larch Ave, Guildford, Surrey, GU1 1JY  
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**SEN Information Report 2024-2025**

**Special Educational Needs (SEN) Information Report (updated September)**

**The Holme Primary School**

<p><b>Special Educational Needs for which provision is made at the school.</b></p>	<p>The Holme CE Primary School is an mainstream school within the Good Shepherd Trust Academy which provides support for pupils across the four areas of need as set out in the SEND Code of Practice, 2015:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> <li>• Social, emotional and mental health difficulties</li> <li>• Sensory and/or physical needs</li> </ul> <p>We make reasonable adjustments to our practises so as to comply with the Equality Act (2010)</p>
<p><b>Information about the school's policies for the identification and assessment of pupils needs with SEN</b></p>	<p>The school has a SEND policy which can be found on parents information section on the school website (The SENDCo is Mrs Anna Hotchkiss and the Inclusion Lead is Mrs Joanne Lawrance) They can be reached via the school office telephone number: 01428 714409. She can also be contacted via email <a href="mailto:senco@holme.goodshepherdtrust.org.uk">senco@holme.goodshepherdtrust.org.uk</a></p>

<p>How does the school know if children need extra help and what does a parent do if they think their child has special educational needs?</p>	<p>Children are identified as having SEN through a variety of ways including the following:-</p> <ul style="list-style-type: none"> <li>• Liaison with pre-school/previous school</li> <li>• Teacher monitoring and observing attainment and progress</li> <li>• School assessment procedures including Reading, Spelling and Maths Assessments.</li> <li>• Child performing below age related expectations and/or not making progress</li> <li>• Concerns raised by parent</li> <li>• Teacher /teaching assistant observations</li> <li>• Concerns raised by teacher during termly pupil progress meetings.</li> <li>• Liaison with external agencies such as Educational Psychologist/Speech Therapist</li> <li>• Health diagnosis through paediatrician</li> </ul> <p>If you have any concerns about your child or their achievements in school, please contact the class teacher initially. This can be done informally at the end of the day or by phone call or letter to arrange an appointment.</p>
<p><b>Arrangements for consulting parents of children with SEN and involving them in their child's education</b></p>	

<p>How are parents involved in the school? How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The Holme Primary School offers an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher, SENCO, Inclusion Coordinator (INCO) or Home School Link Worker (HSLW) and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. If your child is on the SEN register (a list of children with SEN held in school) they may have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.</p> <p>If your child has complex SEN they may have an Education, Health Care Plan (EHCP) which means that a formal meeting will take place annually among all stakeholders to discuss your child's progress and a report will be written outlining clear and coherent next steps.</p> <p>The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.</p> <p>There may be a teaching assistant working with your child either individually or as part of a group Homework activities provide an opportunity to reinforce learning from class lessons and is usually differentiated to meet the needs of the children. Parents are encouraged to discuss any homework difficulties with the class teacher.</p> <p>Parents' Evenings are held twice a year and these offer the chance to discuss your child and their progress with the class teacher. A written report is prepared by the class teacher in the summer term.</p>
<p>How are parents currently involved in school?</p>	<p>The school has an 'open door' policy and parents are welcome to come into school and support their child at different events over the year.</p> <p>Parents were invited into school for Class Assemblies, Parents' Evenings, Open days Etc. throughout the year. Friends of the Holme Group (FROTH) play a very active role in school, supporting school-led activities and running many social and fund-raising events throughout the year.</p>
<p>How can I get involved and who can I contact for further information?</p>	<p>The school office can provide contact details for FROTH.</p> <p>If you would like to become involved in supporting class or school activities, please contact your child's class teacher initially.</p>
<p><b>Arrangements for consulting young people with SEN and involving them in their education</b></p>	

	<p>At The Holme, all pupils are encouraged to take responsibility and pupils' views are taken into account when planning learning and support. The Holme uses the SEN support arrangements for all children placed on our SEND register. Pupils' strengths and achievements are identified as well as their difficulties. Pupils are encouraged to reflect on what they are good at, what they would like to get better at, things that help them learn and what adults can do to help.</p> <p>Where a child has a statement or Education, Health and Care plan their view is sought regarding their progress for the year and what their next steps are in preparation for their annual review.</p>
<b>Arrangements for assessing and reviewing pupils' progress towards outcomes.</b>	
	<p>As a school we measure children's attainment and progress in learning against National age related expectations.</p> <p>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from entry at Year R through to Year 6, using a variety of different methods including National Curriculum performance indicators, standardised scores and Reading and Spelling ages.</p> <p>Children who are not making expected progress are identified through pupil progress meetings with the class teacher, Assistant Head teacher and SENCO. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress. If there are concerns that a child isn't making expected progress the class teacher will liaise with the SENCo to identify further interventions to support the child.</p> <p>When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress. Parents are involved in the review process through discussion with the class teacher and/or the SENCo.</p> <p>We share progress feedback with all our pupils and their families and give guidance on how best to support the pupils regularly</p> <p>Please see Identification and provision pathway document</p>

<b>The School's approach to teaching pupils with SEN</b>	
	<p>The Holme Primary is a values led, inclusive school and we include all children in all aspects of school life. We welcome and celebrate diversity.</p> <ul style="list-style-type: none"> <li>• All staff believe that high self-esteem is crucial to a child's well-being and aim for pupils to achieve success, be challenged and develop independence.</li> <li>• We offer a broad and balanced curriculum which is differentiated to support the needs of our pupils. High Quality Teaching is at the heart of our provision for all pupils. SLT monitor this regularly through observations, learning walks, pupil progress meetings and reviews</li> <li>• If a pupil has special educational needs, advice maybe sought from outside agencies to help meet their needs effectively.</li> <li>• All teachers are teachers of SEND and we strive to ensure that all needs are met to enable all children to achieve. All children are strongly supported and encouraged to see themselves as successful learners with no limit to their aspirations.</li> <li>• Where necessary additional resources are purchased to ensure that children are able to access their learning fully.</li> </ul>
<b>How the school adapts the curriculum and learning environment for pupils with SEN</b>	
How will the curriculum be matched to my child's needs?	<p>The class teacher is the first point of contact for parents who have any concerns about any aspect of their child's progress.</p> <p>Class teachers have the principal role in the planning and delivery of appropriately differentiated, high-quality teaching for all children in their class. The planning system at The Holme allows for alterations to be made to plans providing repetition of a learning outcome when necessary for understanding or to move on quickly when rapid progress has been identified.</p> <p>The class teachers adhere to school procedures for pupil assessment, identification and analysis of data of pupils with special needs. Curriculum planning should always recognise the learning needs of all pupils.</p> <p>Where the pupil is on the SEN register, the class teacher will discuss the range of additional support available with the SENCO.</p> <p>The class teacher, learning assistants and SENCO may prepare an Individual Education Plan (IEP) which will be discussed with the pupil and parents and their views sought. This will be reviewed regularly.</p>

How will my child be included in activities outside the classroom including school trips?	<p>All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful.</p> <p>A risk assessment is carried out prior to any off site activity to ensure that health &amp; safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, parents will be consulted to seek support and, if deemed appropriate, alternative activities which will cover the same curricular areas will be provided in school.</p>
How accessible is the school environment?	<p>The school is wheelchair accessible on the ground floor though there is no wheelchair access to the two classrooms on the first floor. Great emphasis is placed on welcoming all visitors to the school and the school strives to make any necessary adjustments to make access easier for anyone with visual impairment or mobility difficulties. When required, classes have been moved to allow an individual pupil with mobility difficulties to have access to the school.</p>
<b>Additional support for learning available to pupils with SEN</b>	
How is the decision made about what type of and how much support my child will receive?	<p>The aim of the school is for all pupils to make good or better progress with their learning through high quality teaching and differentiation. If this is not the case and pupils have been identified as having SEND, the class teacher, working alongside the SENCO, will discuss the child's needs and what support would be appropriate. The teacher works with all children within their class in all subjects. Teaching Assistants also support the children in their lessons. This is allocated on a needs basis and can be 1:1 at times or small group support as advised on their EHCP.</p> <p>Where a child needs additional support to access their learning personalised provision is provided. This will usually be in form of an Individual Education Programme (IEP) For example, additional resources to aid concentration or subject –specific prompt sheets, Speech and language, emotional support, reading, spelling or maths intervention</p> <p>Regular reviews of provision ensure that children with SEND are able to access targeted support to meet their needs. If a child has been placed on SEND support they will be able to access small group and 1:1 support within the classroom and also in specific intervention programmes. For some children referral to outside agencies, such as Speech and Language, Behaviour Support, Occupational Therapy or Educational Psychology, is necessary to ascertain further support and strategies in order to help the child progress. If a child's needs cannot be met at SEND Support an</p>

	<p>application for an Education, Health and Care plan from the local authority will be considered in consultation with parents.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>As well as ensuring academic progress The Holme aims to develop pupil's social and emotional skills. Social, Emotional, Moral and Cultural education is embedded within our curriculum and practice. Through the use of assemblies, lessons and other events children are taught our school Christian values.</p> <p>In addition to this we have a number of TAs who have had specific training to support children with the development of emotional skills. For example, we have an ELSA who are trained TA's in Emotional Literacy Support. Staff work with targeted children either in small groups or individually to support the development of emotional and social skills.</p> <p>Relevant staff are trained to support medical needs and we also write individual care plans for children with specific medical needs where appropriate.</p> <p>Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and implemented by all staff.</p> <p>We liaise with various external agencies for support as necessary including Educational Psychology, LLS, Behaviour Support, Occupational Therapy and CAHMS.</p> <p>We have five Designated Safeguarding Leads, who liaise with families and Hampshire Children's services.</p> <p>The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. This would be covered in PSHE lessons, PE and opportunities to discuss any issues with teachers and teaching assistants. If further support is required the class teacher liaises with the SENCo for further advice and support which may be seeking advice from the Behaviour Support Team, CAMHS or the school ELSA.</p>
<p>How does the school manage the administration of medicines?</p>	<p>The school has a policy regarding the administration and management of medicines on the school site. Parents need to contact the school if Health Professionals recommend that medication is to be taken during the school day.</p> <p>On a day-to-day basis the Admin Staff oversee the administration of any medicines.</p> <p>As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.</p>

What support is there for behaviour, avoiding exclusion and increasing attendance?	<p>In line with the school's behaviour policy, pupils are 'Ready, Respectful and Safe'. After any behaviour incident we expect the child to reflect on their behaviour with an adult supporting them to do so. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. They are encouraged to reflect on what behaviours were not shown and to formulate a plan for improvement.</p> <p>If pupils struggle to follow these 'rules' or have other behaviour issues the school may decide to seek advice from outside agencies and develop an Individual Behaviour Management Plan (IBMP) which will be reviewed regularly.</p> <p>Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported to the Head Teacher.</p>
<b>The name and contact details of the School Special Educational Needs Coordinator</b>	
Who is and how do I contact the SENCo	Our SENCo is Mrs Anna Hotchkiss and our Inclusion Lead is Mrs Joanne Lawrance Both can be contacted at The Holme Primary School on 01428 714 409 or school email.
How the governors involved and what are their responsibilities?	One of the Local Committee members is responsible for SEN and meets regularly with the SENCo and Inclusion Lead. The SENCo and Senior Leadership Team also report to the LC regularly to keep all informed. The LC agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.
<b>Information about the expertise and training of staff in relation to children with SEN</b>	
What training is provided for staff supporting children with SEN?	<p>Mrs Hotchkiss our newly appointed SENCo will be studying towards her SEN Accreditation for coordinating Special Educational Needs in Primary Schools and Advanced Educational Practice. Some members of staff have had training in delivering Speech &amp; Language programmes from Speech &amp; Language therapists.</p> <p>All of our TAs have had training in delivering reading and spelling / phonics and maths programmes. Training is supplied both internally and externally when necessary for specific SEN needs or medical conditions.</p> <p>The staff are informed of any relevant training which becomes available during the year.</p>

<b>Information about how equipment and facilities to support children with SEN are secured.</b>	
	<p>The Holme has links with relevant agencies where specific equipment is required to meet needs. If additional advice is required this is also obtained.</p> <ul style="list-style-type: none"> <li>• For example, the school works closely with Teachers of hearing-impaired pupils to ensure they have the correct equipment, staff trained and resources used</li> <li>• The school's delegated budget for SEND assists with the employment costs of the support staff and Inclusion Leader, specific interventions and resources. Support and resources for children with statements or EHCPs are in accordance with the individual requirements.</li> <li>• When allocating resources and funding it is important to ensure that they are having an impact on pupil progress. The Provision Map provides a costed account of interventions being delivered across the school and illustrates the impact of these programmes. Senior leaders and the Inclusion Leader are then able to ensure effectiveness of provision.</li> </ul>
	<p>We ensure that all children with SEN have their needs met to the best of the school's ability with the funds and resources available. Class teachers are responsible for meeting the needs of all children in their class and do so by delivering high-quality differentiated teaching and learning activities. We also have a team of TAs who deliver various programmes designed to meet children's needs.</p>
<b>Arrangements made by the governing body relating to the treatment of complaint from parents of pupils with SEN</b>	
<p>What steps should I take if I have a concern about the school's SEND provision?</p>	<p>Please talk to us – firstly contact your child's class teacher then contact the SENCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to be the same with us. We aim to work in partnership with parents in order to provide the best learning experience for the children in our care.</p> <p>If you don't feel after talking to us that your concern has been resolved, you can escalate your concerns using the school's complaints procedure which can be found on our school website or by asking at the school office.</p>
<b>How the school involves other agencies and professionals in meeting the needs of pupils with SEN and in supporting their families.</b>	

What specialist staff are working in the school?	All school staff have regular meetings with the Assistant Head teacher and SENCo to assess and discuss the progress of SEN children. Staff attend training or receive in-house training as required.
What outside agencies or services does the school access?	The Holme is able to access all specialist services operating within the Hampshire area and does so as the needs of individual pupils warrant this.
<b>How to contact support services for parents of pupils with SEN</b>	
Who could answer my questions regarding organisations which could provide additional support for my child?	If you believe that your child would benefit from support not provided in school, please contact the school to discuss this and we will try to put you in touch with the organisation you need. Alternatively, please look at the Hampshire Local Offer – link on the school website.
Where can I find out about Hampshire's Local Offer?	Follow the link on the school website to find out more about the Local Offer for our area.
<b>The school's arrangements for supporting pupils with SEN in transferring between phases of education.</b>	
How will the school prepare and support my child when joining the school, moving on to a new stage and when transferring to a new school?	<p>We encourage all new children to visit the school prior to starting when they will be shown around the school. If time allows, children may also be invited to spend a morning or half morning in school before they officially begin to attend full time.</p> <p>Open Days are held when parents and children are invited to explore the school and see the kind of activities which go on during a school day.</p> <p>Shortly before the end of the summer term, all classes spend a morning with their new teacher in their new classroom and take part in getting to know you type activities. In school transition meetings are held between class teachers at the end of the academic year to ensure smooth transition to the new year group. There may be additional intervention for pupils who may find transition difficult and the school aims to ensure that pupils move from year group to year group with as little anxiety as possible. When children are preparing to leave us for a new school, typically to go to secondary education, we arrange visits and if appropriate additional visits for pupils with SEND.</p> <p>We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</p>

	<p>If your child has complex needs then an EHC Plan review will be used as a transition meeting during which we will invite staff from both schools to attend.</p>
<b>Information on where the Local Authority's Local Offer is published</b>	
Where can I get further information about services for my child?	<ul style="list-style-type: none"> <li>• Look at the Inclusion page on our website: <a href="https://www.holme.hants.sch.uk/special-education-needs">https://www.holme.hants.sch.uk/special-education-needs</a></li> <li>• Look at the LA's Local offer on the SEN website <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6">https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page?familychannel=6</a></li> <li>• Contact Parent Partnership - <a href="http://www3.hants.gov.uk/parentpartnership">www3.hants.gov.uk/parentpartnership</a></li> <li>• Contact IPSEA (Independent Parental Special Education Advice) - <a href="http://www.ipsea.org.uk/">www.ipsea.org.uk/</a></li> </ul>