



# Hollyfast Primary School

## SEND Information Report

**2026-2027**

### General Statement

We are a fully inclusive mainstream school and we strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

This is a 'live' document and will be updated at regular intervals. Latest update: September 2025, Review September 2026.



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# Special Educational Needs and Disabilities

## Hollyfast Primary School

### What is a 'Local Offer'?

The "local offer send" is a government-mandated resource provided by each local authority that details the services and support available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0 to 25, as well as their families. It's a single online directory that brings together information on local education, health, and social care services, and includes details on things like leisure activities, financial support, and employment opportunities. The purpose is to give parents and young people a clearer picture of what support is available locally and how to access it.

At Hollyfast Primary, provision for children with additional needs is extremely important to us. This guide aims to detail our school offer to children and families who have an interest in, or need for SEND provision. Of course, should you require any additional information, please feel free to contact the Inclusion team [inclusion@hollyfast.coventry.sch.uk](mailto:inclusion@hollyfast.coventry.sch.uk) or your child's class teacher – we would be more than happy to discuss with you any questions.

### What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class, this is taken from the [Code of Practice](#). For example they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can. Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our [school website](#)

**SEND Needs: Children and young people's SEN are generally thought of in the following four broad areas of need and support:**

**Communication and Interaction (e.g. Speech and Language, ASD, Downs Syndrome)** - Starting in our foundation stage there is a strong emphasis on communication and interaction. We also work alongside speech and language therapists to deliver personalised programmes of support within the setting and have members of staff who are trained to support children with speech, language and communication difficulties. At Hollyfast we commission a speech and language therapist on a weekly basis to support children with communication and interaction needs. Children in this category may have difficulties on the Autistic Spectrum and our whole school approaches to social cognition and self-regulation support all children well in managing their interactions in the setting. Our school uses the Zones of Regulation approaches and staff use the language that supports this approach with all children. We have weekly support from the [Complex Communication Team \(CCT\) Coventry](#), which

provides us with regular support as well as staff training from a specialist outreach teacher. Support includes direct work with individuals and small groups.

**Cognition and Learning (e.g. Dyslexia, Global Learning Delay):** - For children who have learning difficulties, we offer a wide range of specialist intervention programmes tailored to individual need. For pupils who require an individualised approach to literacy and maths, school is able to implement precision teaching as an intervention. We advocate the use of multisensory teaching approaches and systemic learning opportunities in order to support the learning and engagement of pupils with different learning styles. Teaching staff and support staff work closely with the pastoral team to ensure teaching practices and resources are appropriate for the needs of individual pupils. We have weekly support from the Social, Emotional, Mental Health and Learning Team (SEMH+L) in Coventry, which provides us with regular support from a specialist outreach teacher, in addition we liaise closely with other outside agencies to implement their advice and plan further steps of support.

**Social, Mental and Emotional Wellbeing (e.g. Attachment disorder, Autism Spectrum Condition, Anxiety)** – Hollyfast Primary School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. 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 (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. Staff are experienced in supporting children with a wide range of needs and take steps to ensure our pupils access an approach which is right for their needs. We have staff who have recently had training on Attachment and Trauma and mental health and wellbeing and all class based staff have had training from the Complex Communications Team around supporting children on the autistic spectrum.

At Hollyfast Primary, we have clear processes to support children and young people and this is linked to our child protection and behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

The school provides support for pupil's emotional, mental and social development in the following ways:

- Mrs Giblin or another member of the Inclusion team are available as a support mechanism to all pupils, in addition, some identified pupils are caught up with on a weekly basis and this is shared with parents. [inclusion@hollyfast.coventry.sch.uk](mailto:inclusion@hollyfast.coventry.sch.uk)

Pastoral plans are put in place for individuals where need is required and these are shared with parents at a pastoral meeting.

- Teaching self-regulation skills through the implementation of the Zones of Regulation approach
- Clubs, facilitated by staff and commissioned specialists such as sports coaches and music teachers, are run weekly for all Key Stages
- Where appropriate, pupils can be referred to the school counsellor for blocks of therapy
- At the highest level of need, we can refer pupils to CAMHS for highly specialist intervention and support
- Maintaining robust anti-bullying practices and ethos throughout school

- Maintaining a consistent and positive behaviour management approach throughout school through our restorative approach
- Running various parent/carer groups to promote the well-being of families, including termly coffee mornings with a specific focus, wellbeing and SEN specific training, drop-in sessions with professionals
- Conducting celebration assemblies weekly to recognise and reward the achievements of all pupils, including those from home
- Providing a stimulating, nurturing and inspirational learning environment throughout school, linked to our school values
- Providing our pupils with new, interesting and exciting opportunities and experiences both within and beyond the school premises through our wide and varied enrichment offer
- Promoting our school community through social networking and sharing in our pupils' successes

**Sensory and / or Physical Difficulties (e.g. Visual / Hearing impairment, mobility difficulties)** Hollyfast Primary supports children with a range of physical needs. These needs may be met through a health care plan, agreed in collaboration with health services. Our Medication and Management Procedures policy outlines how we arrange provision for pupils with medical needs. The Pastoral Team works closely with staff and parents to plan provision and involve the necessary agencies to ensure that pupils with physical needs have full access to the curriculum. We are aware that some children are affected by sensory needs and take these into account when planning the classroom environment and when purchasing school resources.

### **What are the Types and Levels of Need of SEND in our school?**

Currently, we have 135 pupils receiving some form of SEND Support. A large majority of pupils have received or are receiving external support from other agencies. We have internal processes for monitoring quality of provision and assessment of need. These include learning walks, lesson observations, termly progress meetings and data analysis. Across our school, we have a variety of children with varying types and levels of need.

### **Who decides if my child has a SEND?**

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards.

For some concerns, we may discuss the involvement of the Educational Psychology Service, Speech and Language Service, the Occupational Therapy Service, School Nurse Service, Child and Adolescent Mental Health Service, schools counsellor or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible.

As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register. There are two categories of SEND at Hollyfast Primary, these are children in receipt of: - A 'My Learning Plan' - the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at this level. - An Education, Health and Care Plan (EHCP) - historically, children who had higher needs were issued a 'statement', by the Local Authority. From September 2014, statements ceased to be issued, and EHCPs are issued in their place.

Children with needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually.

### **What kind of additional provision and curriculum could you offer?**

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families. We have a designated SENDCo, Mrs Giblin, to oversee the provision for all children with additional needs across the school. At Hollyfast Primary, our Headteacher and teaching staff are fully committed to inclusion and high quality experiences for all children. Our curriculum is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT. Some examples of additional provision which could be suitable for a child with SEND could include:

- Some individual teaching, following dedicated programmes or approaches to address specific needs, e.g. reading and spelling difficulties, e.g. Reciprocal reading, Precision Teach or those directed by Speech Therapists, Educational Psychologists or another outside agency involved.
- Small group focus work to address shared issues, e.g. fine and gross motor skills groups.
- Specialist interventions, e.g. Occupational Therapy, or Speech and Language Therapy with a trained therapist.
- Teaching Assistant support within the class, in order for the work to be further differentiated, scaffolded, pre-taught or further explained to meet exact needs.
- Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that may have been suggested by professionals.
- Thorough assessments undertaken by professionals i.e. Educational Psychologists, in order to pinpoint exact areas of difficulty that are then addressed.

### **What involvement can we have as parents/carers at Hollyfast Primary?**

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they generally do not drop off or pick up their child from school, both school and home must work hard to communicate regularly and effectively.

You are always welcome to call in to see how your child is getting on and staff are around at the staff and end of the day at the school gates. Alternatively, you can make an appointment via our school office. Mrs Giblin our SENDCo would always be happy to assist you.

Parents are invited to attend termly 'Learning Journey' meetings to review and set new targets with their child. If your child has an 'Educational Health and Care Plan', an annual review meeting will be held to enable all of the staff who work with your child to have the full picture in order to support your child. There are also two Termly Learning Conferences (Parents' Evenings) and a drop-in session following annual reports each year for every child in the school.

### **How would my child be assessed – and would we be informed?**

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate your child's attainment through Termly Learning Conferences (parents' evenings) and end of year reports or your child's teacher may call an additional meeting if they have an area to discuss. We follow the graduated approach where your child be added to a monitoring list on the SEND register whilst evidence towards needs is collated. When outreach intervention in school has little or no impact then specialist support is sought with parental consultation and your child may be then moved to the SEND register and have

more specialist support and a formal assessment via a specialist. If more detailed assessments of SEND area required, some of the methods are:

**Speech and Language Therapy Assessments** – which may focus on sound production, language understanding, or other relevant assessments to your child's needs.

**Education Psychology Assessments** – which may include memory, understanding, reasoning, logic, and general skills assessments.

**Cognition and Learning Assessments** – these may include observations and assessments. On-going school assessment - these assessments are comprehensive in all aspects of school life, with some additions for children with SEND. These may include reading, writing, maths, phonic and spelling assessments.

**Social and Emotional Assessments** – these may include observations and assessments.

### **Additional assessments relevant to your child's needs**

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). Aspirational targets are set for all children on the SEN register with academic outcomes alongside any other needs and targets identified, to ensure that all children make good progress, including those not ready to access the National Curriculum.

### **How do the children contribute to their provision planning?**

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting. Children at the 'My Learning Plan' phase are actively involved in reviewing their termly outcomes and have the opportunity to add their comments to the plan as it progresses. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

### **How does the Governing Body monitor SEND provision?**

The SENDCo and SEND Governors meet at least termly to discuss SEND provision at Hollyfast Primary. Detailed reports are written and shared in these meetings and the Governors provide both robust challenge and positive support. This information is then reported in full Governors meetings termly. In addition to this and where appropriate we also involve other bodies, including health and social services bodies, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.

- Social, Emotional, Mental Health and Learning Service (SEMH+L)
- Educational Psychology Service (EPS)
- Pre School Education Service
- Looked After Children Services (LAC)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- SENDsory Support Service
- Complex Communication Team (CCT)

### **How are children supported at times of transition?**

Every July the current class teacher has a transition meeting with the new class teacher in order to pass on necessary information to enable pupils with SEND to continue making progress. Our Year 6 teachers, and where appropriate the SENDCo, meets with Year 7 Head of Year groups from various secondary schools to pass on any relevant SEND information. This is then disseminated to the relevant staff in their new secondary school. Often the SENDCO will have one to one conversations with SENDCo's from the various secondary schools to further discuss individual children's needs. Children on the SEND register and those who we feel need extra support with their transition to the next year group have specific transition group and individual work with our Pastoral Team and some transition work is also planned for and provided by the SEMH+L team or the CCT team, who work closely with us in school. Children who we feel would benefit from an individual transition book are given them to support them over the holiday period. All children have several opportunities over the Summer term to meet with their new class teacher both in their current and new classroom. A range of different activities are planned to foster relationships prior to transition and learning for the Autumn term is explored before the end of term.

### **What other support is there for parents and families of children with SEND or disabilities?**

The below list provides information of support groups available for parents. More information about each group can be found on the Coventry City council website –

- [https://www.coventry.gov.uk/info/62/coventry\\_send\\_support\\_service](https://www.coventry.gov.uk/info/62/coventry_send_support_service)
- <https://www.coventry.gov.uk/sendiaass> (SENDIASS) 02476 694307
- [Coventry Carers Trust](#) Young Carers – 02476 101040
- [Dyslexia Action Coventry Centre](#) - 0300 303 8351
- [Autism Links](#)
- [ADHD Foundation](#) – 0151 2372661
- [North Warwickshire and Coventry Dyslexia Association](#) – 02476 316813
- <https://jia.org.uk/> (JIA) – 01628 823524
- [Dyspraxia Foundation](#) – 01462 454986
- [Looked After Children's Team](#) – 02476 961442

### **What training do the staff receive to support my child?**

- All staff receive training or information about the Code of Practice for SEND (2015), and issues relating to Disability regularly in school.
- All staff have the opportunity to receive training on SEND Procedures in school.
- All staff have the opportunity to receive training on specific disorders and/or disability of children within their care as appropriate either in school or provided by specialist outside agencies.
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism, Speech and Language disorders, Trauma and Attachment, Dyspraxia etc as relevant.

The school has a professional learning plan that includes identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as autism, dyslexia, speech and language etc.

Staff meet 1:1 with the SENDCo termly to support them with planning in specific strategies for children.

Whole staff training to share knowledge, strategies and experience, and ensure consistency of the school's approach for children with a SEND.

Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from SEMH+L, our Educational Psychologist or medical /health training to support staff in implementing care plans.

If you would like to hear about current or past training undertaken by school staff, please speak to the Headteacher or SENDCo.

The SENDCo and all class teachers work closely with specialists from external support agencies where they are involved with a child in their class.

### **Who do I talk with if I have a compliment or complaint?**

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mrs Giblin! You can also respond to the Parent Voice Questionnaires, which our pastoral team will send out or express your views at any meetings. If you are unhappy, it is best to speak to Mrs Giblin as soon as possible – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school's website should you feel you require it.

### **Finance**

Our SEND budget is allocated in the following ways:

- Additional members of support staff
- High Needs Funding provisions for pupils with complex needs
- Release time for our Pastoral Team
- Extensive CPD opportunities for staff
- Resources to support physical/sensory needs
- The purchase of specialist resources to enhance the access to the curriculum for all learners
- Specific training for interventions
- Facilitates outside agencies working within the school.

### **SEND Acronyms...What do they mean?**

ADD: Attention Deficit Disorder

ADHS: Attention Deficit Hyperactivity Disorder

ASD / ASC: Autism Spectrum Disorder / Autism Spectrum Condition

CAMHS: Child and Adolescent Mental Health Services

CCT: Complex Communication Team

EHC: Education, Health & Care

EHCP: Education, Health & Care Plan

EP: Educational Psychologist

HI: Hearing Impairment

IEP: Individual Education Plan (My Learning Plan)

LA: Local Authority

MLD: Moderate Learning Difficulty

MSI: Multi-Sensory Impairment

OT: Occupational Therapy/Therapist

PD: Physical Disability

PMLD: Profound and Multiple Learning Difficulties PR: Parental Responsibility

PT: Physiotherapy/Physiotherapist

SALT/SLT: Speech & Language Therapy/Therapist

SEMH+L: Social, Emotional, Mental Health and Learning

SEN: Special Educational Needs

SEND Special Educational Needs and Disabilities

SENDCo: Special Educational Needs & Disabilities Co-ordinator

SLCN: Speech, Language & Communication Needs

SLD: Severe Learning Difficulties

SpLD: Specific Learning Difficulties

STAPS: Specialist Teacher and Psychology Service STT: Specialist Teaching Team

TA: Teaching Assistant

WTT: Working Together Team (outreach)

VI: Visual Impairment