

Holme Community School

SEN Information Report

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Approved by Governors:	Susan Turner (Chair of Governors)	15/9/25
Next review due by:	30.9.26	

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The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. We are passionate about supporting all children to achieve their potential, and this report outlines how we support those who need additional help and support.

If you want to know more about our arrangements for SEND, you can read our SEND policy which can be found here: <https://www.holmeschool.cumbria.sch.uk/policies/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

If you have any questions about this report, then please do not hesitate to contact Mr Dewar-Willox (Our SENCO) or Mrs Earl (Assistant SENCO).

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder/condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety Disorders
	Attachment Difficulties
	Trauma
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Craig Dewar-Willox

He has five years' experience in this role and has worked as a teacher, supporting children with SEND for over a decade. He is a qualified teacher.

Mr Dewar-Willox is working towards achieving the National Award in Special Educational Needs Co-ordination and has had extensive training across all areas of SEND and Inclusion.

Mr Dewar-Willox is allocated a day a week to manage SEND provision.

Assistant SENCO:

Our assistant SENCO is Jessica Earl. Mrs Earl is new to the role and is working towards her SENCO qualification.

Pupil Support Manager

Our pupil support manager is Louise Burton. She has five years experience in this role and has also worked as a higher-level teaching assistant.

She has undergone extensive training on mental health, school counselling, play therapy, emotional literacy, wellbeing and supporting children with additional needs.

Class Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND. The training takes place at least termly in staff meetings. Staff have also received external training in attachment difficulties and childhood trauma.

Teaching assistants (TAs)

We have a team of 9 TAs, including 1 higher-level teaching assistant (HLTA) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as:

- Emotional Literacy Support Assistant (ELSA)
- Early Talk Boost
- Nuffield Early Language Intervention (NELI)
- Building Underdeveloped Sensory Systems (BUSS)
- Twinkl Phonics – Codebreaker interventions
- Dynamo Mathematics
- Sensory Circuits
- Nessy- Reading and Spelling

In the last academic year, staff have been trained in:

- Twinkl Phonics
- Early Talk Boost
- Sensory Circuits
- Making Sense of Autism
- Dyslexia Friendly Classrooms
- Using visuals

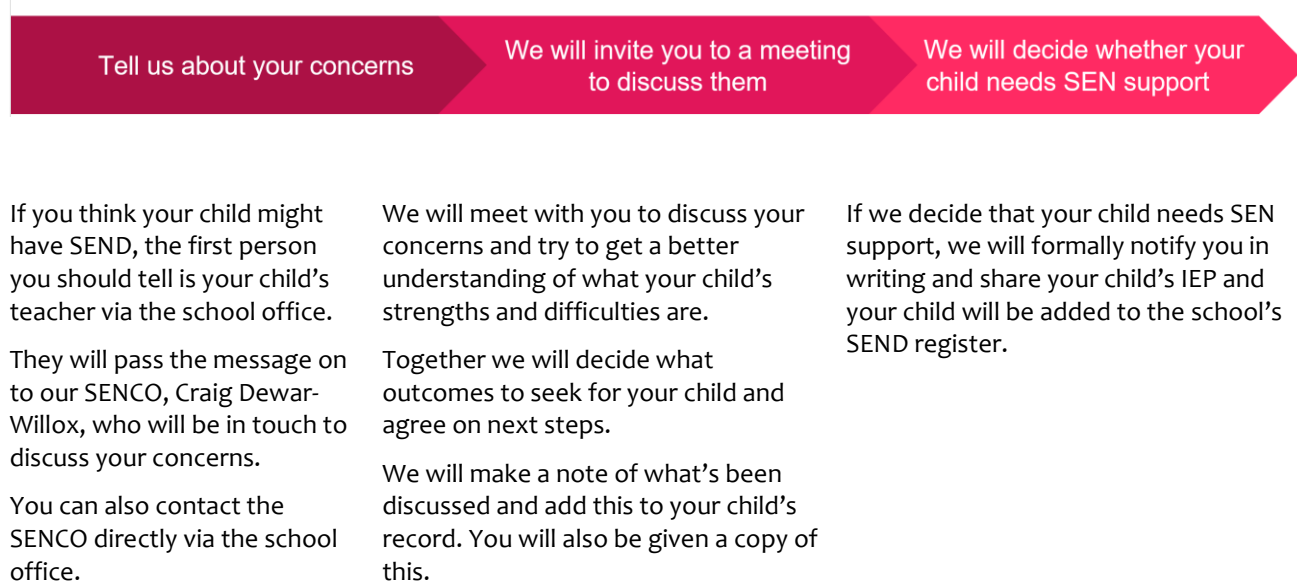
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists

- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Action for Children
- Specialist Teachers (including the use of private provider: Adys Assessments Ltd)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEND support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include children demonstrating difficulties with reading, writing or maths or struggling with memory and concentration.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

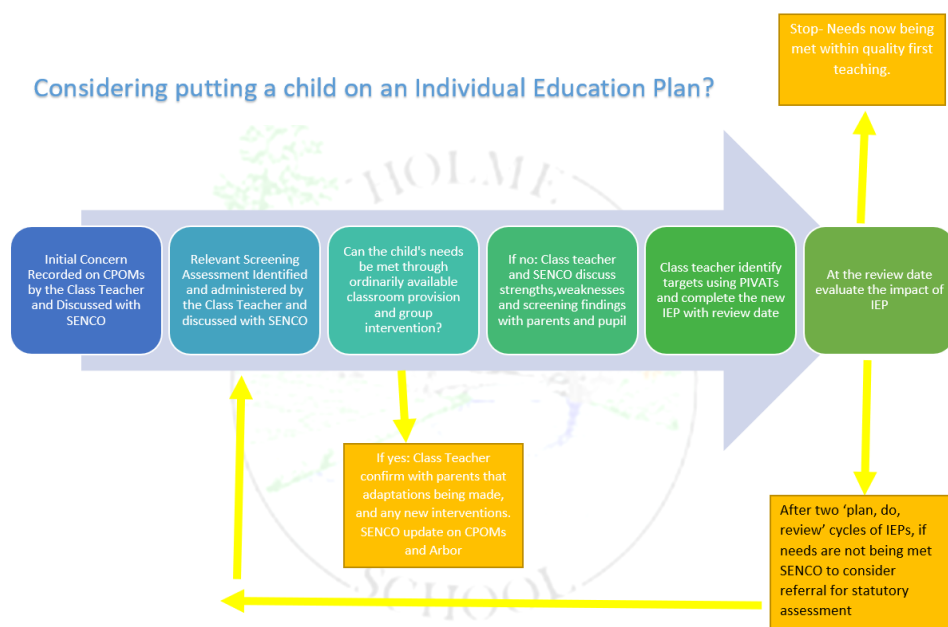
The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

The school will follow this process:

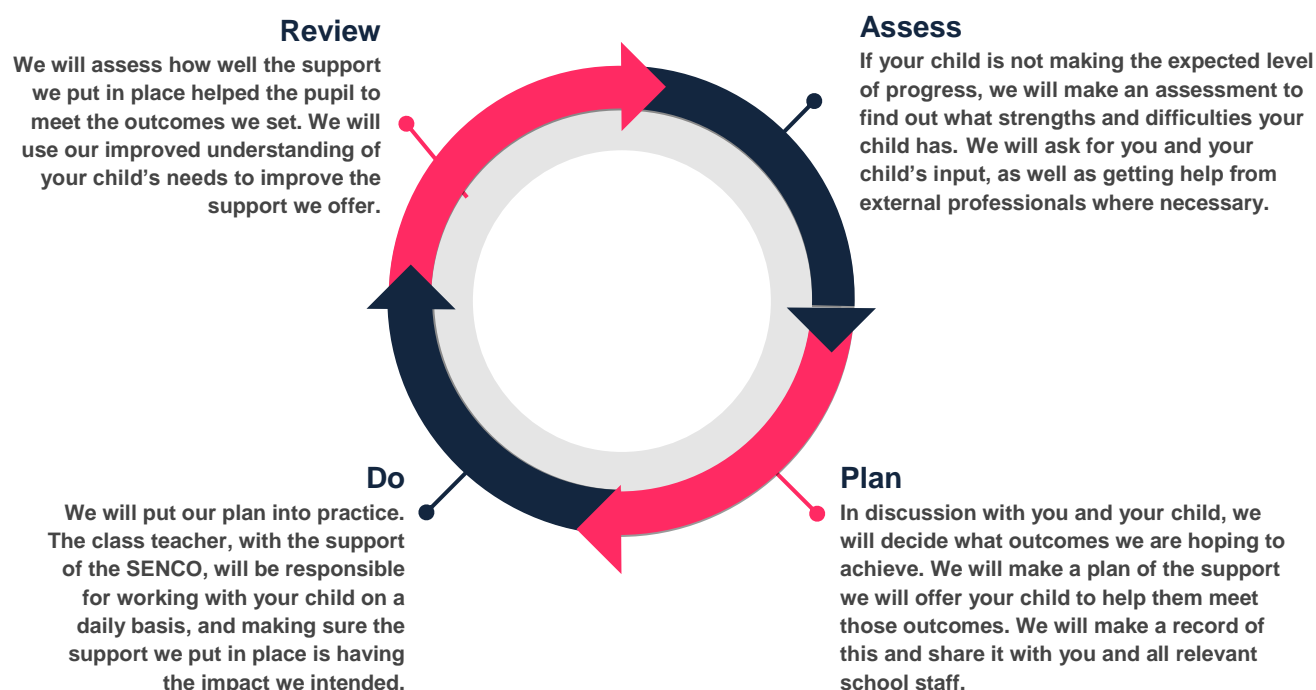


5. How will the school measure my child's progress?

Our individual education plans include assessment data, to help us measure progress. For some children, this will be PIVATs targets (performance indicators, value added targets) which help us track the progress of pupils when they are working significantly behind age related expectations.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class teacher will meet you at the termly parents' evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

➤ Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they need highly personalised learning and an EHC plan is in place.
- Teaching assistants will support pupils in small groups when additional support will help them to make enhanced progress.

We may also provide the following interventions. Note this list is not exhaustive.

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories ELSA Sensory Boxes Ear Defenders
	Speech and language difficulties	Speech and language therapy Early Talk Boost NELI
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured Overlays Voice Recognition Software Access to assistive technology
	Moderate learning difficulties	Access to assistive technology

	Severe learning difficulties	Access to assistive technology Adaptations to the environment dependent on need
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget Spinners Now, next strategies Visual Timetables Sensory Boxes
	Adverse childhood experiences and/or mental health issues	Nurture groups ELSA Play Therapy
Sensory and/or physical	Hearing impairment	Use of radio aids Access to assistive technology Adaptations to the environment dependent on need
	Visual impairment	Limiting classroom displays Access to assistive technology Adaptations to the environment dependent on need
	Multi-sensory impairment	Access to assistive technology Adaptations to the environment dependent on need
	Physical impairment	Access to assistive technology Adaptations to the environment dependent on need

These interventions are part of our contribution to Westmorland and Furness Council's local offer.

In school we use three tiers of support within our provision map system:

- 1) Pupil Passports – these are a list of adaptations that need to be made within the classroom to support success.
- 2) Provisions – these are small group interventions addressing specific areas of need
- 3) Personal Learning Plans – these show targets specific to your child (linked to PIVATs).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 10 weeks
- Using pupil questionnaires/pupil voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through an application for an EHC plan.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

We aim for total inclusion in a broad and balanced curriculum and the wider life of the school. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on all our school trips, including our residential trips.

All pupils are encouraged to take part in all school events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

As a community and maintained school our admission arrangements are managed by Westmorland and Furness Council. Details of their admission arrangements can be found here:

<https://www.westmorlandandfurness.gov.uk/schools-and-education/school-admissions>

13. How does the school support pupils with disabilities?

Our school accessibility plan outlines how we ensure that all pupils can access a broad and balanced curriculum. The accessibility plan can be found here: <https://www.holmeschool.cumbria.sch.uk/policies/>

14. How will the school support my child's mental health and emotional and social development?

Pastoral care of our pupils, their safety and wellbeing, is our first priority. We employ a full-time pupil support manager, who is a trained school counsellor and ELSA practitioner to ensure children get the support they need, when they need it. In this role, Louise Burton, is also the Schools Designated Senior Leader for Mental Health and has completed training for this role.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part in all extra-curricular clubs
- We provide extra pastoral support to listen to the views of pupils with SEND by undertaking termly SEND pupil voice activities.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through regular education.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year:

- Conduct a transition meeting at the end of the summer term, to pass on information between teachers.
- The new teacher reviews the SEND documentation
- The new teacher will reach out to the parent to make initial contact, to ensure that communication channels are open.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Primary and Secondary School

The SENCO/ Head of Year of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support and meet the child.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable and familiarising themselves with the school environment and transport arrangements.
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Visiting the new school for transition activities

16. What support is in place for looked-after and previously looked-after children with SEN?

Craig Dewar-Willox is also the designated teacher for looked-after children and previously looked-after children.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Westmorland and Furness SEND Information and Advisory Service can support in this instance. They can be contacted via their website: <https://www.westmorlandandfurness.gov.uk/schools-and-education/inclusion-service/special-educational-needs-and-disabilities-information-advice-and-support-service-sendiass>

Details of the schools complaints procedure can be found here: <https://www.holmeschool.cumbria.sch.uk/policies/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Westmorland and Furness Councils' local offer. Westmorland and Furness Council publishes information about the local offer on their website:

<https://fid.westmorlandandfurness.gov.uk/kb5/westmorlandandfurness/directory/localoffer.page?localofferchannel=0>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.westmorlandandfurness.gov.uk/schools-and-education/inclusion-service/special-educational-needs-and-disabilities-information-advice-and-support-service-sendiass>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

