



HOLMEWOOD HOUSE SCHOOL

Special Educational Needs Department

INFORMATION FOR PARENTS

At Holmewood House we believe in creating a caring environment based on mutual respect for all members of the community. Through our teaching, individual support and pastoral provision we strive to maximise both academic and personal achievement for all irrespective of a pupil's starting point.

Our inclusive curricular approach ensures individuals develop their potential whilst building self-belief, raising their self-esteem and encouraging high aspiration. All teachers at Holmewood House are committed to helping pupils overcome barriers to learning. We focus on the outcomes of their learning and support that journey towards success.

We Aim:

- To appreciate the differing strengths and abilities in all pupils.
- To provide pupils with a wide range of opportunities for cultural, physical and spiritual development including sport and creative, performing arts.
- To develop pupils' academic potential to its highest levels.
- To maintain a consistently high quality of teaching and learning.
- To prepare pupils for assessments and exams, including successful transfer to their chosen senior school.

The following information is presented as a series of frequently asked questions together with the answers as pertains to our school and its SEND department.

EYFS:

The following information is also relevant for children in our EYFS whereby the child's key worker or class teacher would be the first point of contact and will liaise directly with parents and carers.

All information is in line with the current SEND Code of Practice, 2014

What is SEND?	A child has a Special Educational Need or Disability (SEND) if they have a greater difficulty in learning than the majority of
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	their peers or have a disability which stops them from accessing the curriculum as fully as others of the same age.
How are the different areas of special educational need described?	<ul style="list-style-type: none"> • Cognition & learning • Communication & Interaction • Social, and Emotional • Physical or Sensory
What kinds of need can be supported at our school?	We can support children with varying needs but will need to discuss individual cases with parents and other significant people involved, as appropriate. Our main aim is to ensure that every individual achieves their full unique potential, so it is important to have a clear picture of need. Should a child have or need an EHCP the Head of Learning Strategies will discuss their needs and any necessary adaptations with the appropriate agencies.
What if my child needs an Education, Health and Care Plan (EHC)?	EHC plans are for children and young people who have a significant special educational need or disability that cannot be met by support that is usually available in a mainstream school.
Who can I talk to about my child's needs?	We are committed to keeping parents up to date on the progress their children are making by providing feedback and engaging in dialogue. Parents are encouraged to speak initially with the Form teacher, but are welcome to approach the Head of Pre Prep, Head of Year, Assistant Head Pastoral and Welfare, or Head of Learning Strategies (SENCo) as well as the Deputy and Head.
How are children's needs identified?	All children are different; we identify need through assessments both informally and formally during their time at Holmewood. This happens whether they have a specific identified need or not and forms part of the school's normal assessment practice.
How do we work in partnership with parents of a child with SEND?	We work in close partnership with parents throughout a child's school life irrespective of their needs. If a pupil has SEND we work closely with staff to inform them of those additional needs so that they can enable access to the curriculum. We communicate regularly with parents both via e-mail and through regular meetings and provide a 1:1 Learning Plan if a pupil is receiving additional specific support. This is included in the Pupil Passport which identifies needs and strategies for support and is available to all staff. We inform parents if we believe a pupil would benefit from joining one of our time-limited Booster groups for literacy, numeracy or science.
How do we enable children with SEND to make decisions about their education?	All pupils are encouraged to talk about their progress. We encourage all students to develop strategies which help solve problems that arise during their day or as part of their learning. Pupils are supported to increase their understanding of self-evaluation, build resilience and demonstrate confidence around discussing their work, setting personal goals and achievable targets.
How do we help	Pupils spend a 'taster day' with a class in their year group. Their

<p>children when they move to our school?</p>	<p>form teacher will monitor their progress and emotional wellbeing. All pupils will take CATS tests, a standardised reading and spelling test, plus a maths test before entry. If a child has SEND, the Head of Learning Strategies will meet with parents and the class teacher to discuss specific needs and likely support needed to enable that child to make progress. The Head of Learning Strategies will also make contact with the previous school and speak with relevant staff (form teacher/SENCO) to ensure a smooth transition takes place.</p>
<p>How do we help children when they move to another school?</p>	<p>All information will be forwarded to the new school and communication between schools may include a visit to our school or the prospective school.</p>
<p>How do we help children when they move between classes/ phases of education?</p>	<p>Transition and review meetings take place, as appropriate, between staff and the Learning Strategies Department. All relevant information is made available to staff via Provision Map software including Pupil Passports which bring all the SEND information for a pupil into one document.</p>
<p>How are adaptations made to the school to help pupils with SEND?</p>	<p>Teachers are expected to plan for the needs of all pupils in their class as part of quality first teaching. Planning and teaching may be adapted according to the needs of a pupil or group of pupils. Specific interventions are used when pupils require additional support which is in addition to and different from their peers.</p>
<p>What skills and training does our staff have? Does the school work with other agencies?</p>	<p>On-going whole staff training is arranged to ensure that staff are kept up to date with the requirements of the current SEND Code of Practice, The Equality Act and all general policies relating to teaching and learning, behaviour management, emotional and social wellbeing. Specific SEND training is additionally arranged for staff working as part of the Learning Strategies team.</p>
<p>How do we support emotional and social development of all our children?</p>	<p>We work within the guidelines and regulations as set out in the school's behaviour and safeguarding policies. The school has a comprehensive pastoral system of Form teachers, Heads of Year and Tutor/Tutee time. Weekly My heart, My Mind lessons and assemblies support individual growth and well-being.</p>
<p>Does the school work with other agencies/ services?</p>	<p>We work closely with external agencies and professionals as appropriate to support the needs of our pupils. For example, we work closely with known Educational Psychologists, Speech and Language therapists, Play Therapists and Occupational Therapists.</p>
<p>How do we know our provision is</p>	<p>As part of the Assess-Plan-Do-Review approach to effective SEND teaching, we continually review the effectiveness of our provision both as a department and whole school. We work</p>

effective?	closely with parents at all times and seek out pupil voice to enable us to adapt to the needs of our students.
What do I do if I am concerned about the quality or the effectiveness of support my child is getting?	We would encourage parents to talk to their child's Form teacher in the first instance and then, if necessary, arrange a meeting with the Head of Pre Prep, Head of Year, Assistant Head of Teaching and Learning, Head of Learning Strategies, or Head as necessary.