



Hollinhey Primary School & Nursery

SEND Information Report – Autumn 2025

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

We provide for the following kinds of special educational needs (SEN):

We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. We currently support pupils with a diagnosis of Autism Spectrum Condition, ADHD, Moderate Learning Disability, Speech and Language Disorder and Delay, Social, Mental Health and Emotional Difficulties.

When a child is identified by their class teacher as having additional needs we use a graduated approach to support and identify the additional support a child may require. We have a continuum of need which include the following areas:

- SEND Support – children who have been identified as having additional needs and require provision that is additional to and different from the mainstream curriculum
- Complex - children who have been identified as having complex and significant needs and may be in the process of an EHC assessment or have an EHC in place
- Specialist – children who have an EHCP and are receiving education in a specialist provision

We identify and assess pupils with SEN using the following methods:

Children with SEND are identified as early as possible within our school. Initial identification may typically come from school staff working directly with the child or from concerns brought by parents or carers. These concerns might be based on a pupil's wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND. School staff receive a regular programme of training to support them in the identification of SEND. Early identification is paramount, therefore staff working in school monitor children's progress every term through pupil progress meetings which are led by the head teacher.

Following identification, concerns are brought to the attention of the school SENCO who discusses them with school staff working with the pupil, the pupil's family and the pupil themselves, if appropriate. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

We evaluate the effectiveness of our SEN provision in the following ways:

SEND pupils are championed at all pupil progress meetings, termly, by the SENCO where progress and attainment (numerical data and objective specific assessment) for all SEND pupils is reviewed and provision from the previous term is evaluated. New targets and provision mapping is then set up for the term ahead. In addition, pupil voice is conducted on a regular basis with all SEND pupils and interventions and support activities are observed to evaluate their quality and impact

Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:

All pupils are assessed on an on-going, formative basis using the school's assessment and tracking system. Where this is appropriate, SEND pupils are assessed using this tool, and alternative tracking tools are used for pupils where this tracking system is not appropriate.

Depending on the level of the child's needs, the decision might be made to offer additional support within the classroom, for example, advice might be offered to the class teacher in order to support an individual curriculum for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The SENCO/Inclusion Lead keeps a register of pupils requiring additional support in order to monitor the progress of these pupils, and to plan for provision across the school.

Provision mapping for each SEND pupil is completed and SEN support plans are updated termly, with support plan targets set for each term at a minimum. These assessments are reviewed termly at Pupil Progress Meetings with the Headteacher, SENCO and class teachers. Reviewed support plans are shared with parents at least termly.

Our approach to teaching pupils with SEN includes:

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer (see link at the bottom). Children are supported in school through:

Quality First Teaching -

In every class, the lessons are taught with each child's needs in mind. Activities are adapted in order that all children are appropriately challenged but are able to participate at their level. In order to support children with SEND, class based approaches may include: Alternatives forms of recording work; Visual prompts; Specialised equipment; Small group or individual teaching; Peer support; Use of technologies; Extended time for writing/reading/maths tasks.

Interventions -

If a child needs a higher level of support that cannot be accommodated within Quality First Teaching, small group or individual interventions may be offered. For example: Precision Teaching, Handwriting Intervention; Personalised targeted reading; Targeted short term maths intervention; Targeted short term writing intervention; Teacher conferencing.

For children with more complex needs, a more personalised programme may be appropriate. This could include group or individual interventions on an academic or social level.

Outside Agencies -

For those with significant or complex needs, the school seeks the advice of specialists: Educational Psychologist; Speech and Language Therapist; Child and Adolescent Mental Health Team; Occupational Therapist; Cheshire East Autism Team; Adelaide outreach.

Where additional levels of support are required, a personalised support plan is created, which will outline the provision available to each child and will be available to parents/carers. In addition, parents/carers will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent/teacher meetings. There is also an opportunity to contact the school SENCO via email or in person to discuss pupil needs in more detail.

We adapt the curriculum for pupils with SEN in the following ways:

All class teachers take responsibility for meeting the needs of all learners in their class by adapting the learning and provision. Where pupils have SEND, class teachers will be aware of the pupil's strengths and weaknesses, through their SEN Support Plans and will make every effort to accommodate these.

Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by revisiting objectives that are covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners.

For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in and outside the school. For example, the SENCO or an external agency.

All additional provision for pupils with SEND is overseen by the school SENCO and monitoring of these pupil's progress takes place at regular SEN meetings held between the class teacher and the SENCO.

We enable pupils with SEN to engage in the activities of the school, together with children who do not have SEN, in the following ways:

The school will always make all reasonable adjustments to ensure that all pupils with SEND can take part in all whole school activities, as well as activities which enhance the wider life of the school. This could include additional or different resources or equipment, changes to the environment, additional or specialist staffing and individual risk assessments.

The following emotional, mental and social support is available for pupils with SEN:

The school works with the Child and Adolescent Mental Health Service to gain advice and support wherever necessary. The Headteacher, SENCO and class teachers also work closely with parents/carers in order to gain a clear picture of each child's needs.

Hollinhey is committed to being an emotionally healthy school, with emotional health and mental well-being taking a key part within the school curriculum. We have previously held the ACSeed Award for emotional health and wellbeing. We have two qualified mental Health First Aiders on the staff as well as two Teaching Assistants who are ELSA trained.

The name of our SEN Co-ordinator (SENCo) is: Mrs Caroline Massey (Primary School) & Mrs Lucy Riley (Nursery)

Listed below are the names of staff members possessing expertise related to SEN:

Name: Mrs Caroline Massey	Name: Mrs Wood, Mrs Holmes and Miss Holland
Job role: Head teacher	Job role: Teaching Assistants & Teacher
Expertise: SENDO, SENDCO cluster, Cheshire East SENDCO Toolkit	Expertise: Speech and language ELSA teacher
Name: Mrs Rowley	Name: Mr Perry and Mrs Cusick
Job role: Teaching Assistant	Job role: Teacher and Teaching Assistant
Expertise: Forest School, Mental health First Aider	Expertise: Autistic Spectrum Condition and use of Social Stories
Name: Mrs Cusick	Name: Miss Hagar
Job Role: Nurture	Job Role: Teaching Assistant
Expertise: Mental health lead and first aider	Expertise: Mental Health Apprenticeship

In addition, we use the services of the following specialists:

- ❑ Cheshire East Autism Team (CEAT)
- ❑ Educational Psychology Service
- ❑ Speech and Language Therapists
- ❑ School Nurse/NHS
- ❑ Child and Adolescent Mental Health Service

- ② Occupational Therapists
- ② Adelaide Outreach

We currently possess the following equipment and facilities to assist our pupils with SEN:

In addition to ongoing training for all staff:

Two staff have received advanced training in ASC friendly provision and approaches and three staff have received advanced training in speech and language.

All staff have been trained in Positive Handling and trauma informed practice.

Two members of staff are ELSA trained and also a qualified Mental Health Apprentice.

Please also see the Pupil Premium section of our school website for specific information about interventions, resources and support for disadvantaged pupils

Our admission and transitional arrangements for pupils with SEND include:

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils. When a child with SEND is transitioning to another school the SENDCO/ Inclusion Lead will discuss transition arrangements (both in to school and onwards) with parents, other educational settings and external agencies and plan the most effective transition. This could include additional visits, a longer phased introduction, 1:1 support for a time (If needed)

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

The point of contact for all parents/carers of pupils with SEN is the SENCO – Mrs Massey head@hollinhey.cheshire.sch.uk or Mrs Riley nursery@hollinhey.cheshire.sch.uk

Following identification of concerns by a class teacher, the SENCO and class teacher will meet with the pupil's family for a timely discussion. This discussion focuses on the desired outcomes for the child and looks at what provision might be necessary to enable the child to reach those outcomes. The SENCO will also signpost the parent to any other agencies and sources of advice/support. Parents of pupils with SEN have regular meetings with their child's class teacher and the SENCO to review their progress, their need and to plan future provision.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Please see the link to the Complaints Policy within the policy section of the school website:
<http://www.hollinhey.cheshire.sch.uk/page/statutory-policies/32763>

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

Cheshire East's local offer, explaining what is available on a local authority basis, can be found using the following link:

<http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

<http://www.friendsforleisure.org.uk>

<http://space4autism.com>

<https://www.nhs.uk/livewell/childrenwithlearningdisability/pages/education.aspx>