



Holywell Primary and Nursery SEND Local Offer

Sept 2026



Introduction

- At Holywell Primary and Nursery school we value all members of the school community. Our Local Offer has been initially produced by the SENCo and Senior Leaders, in consultation with Parents and the Governing Body.
- All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

What is the Local Offer?

The LA Local Offer

The Children and Families Act (2014) requires all Local Authorities and schools to publish and keep under review information about services they expect to be available for all children and young people with Special Educational Needs and Disabilities, aged 0-25. This is called the 'Local Offer'.

The Local Offer is intended to improve the choice for families. It is also an important resource for parents, in order for them to understand the range of services and provision in the local area.

Worcestershire Local Offer- <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

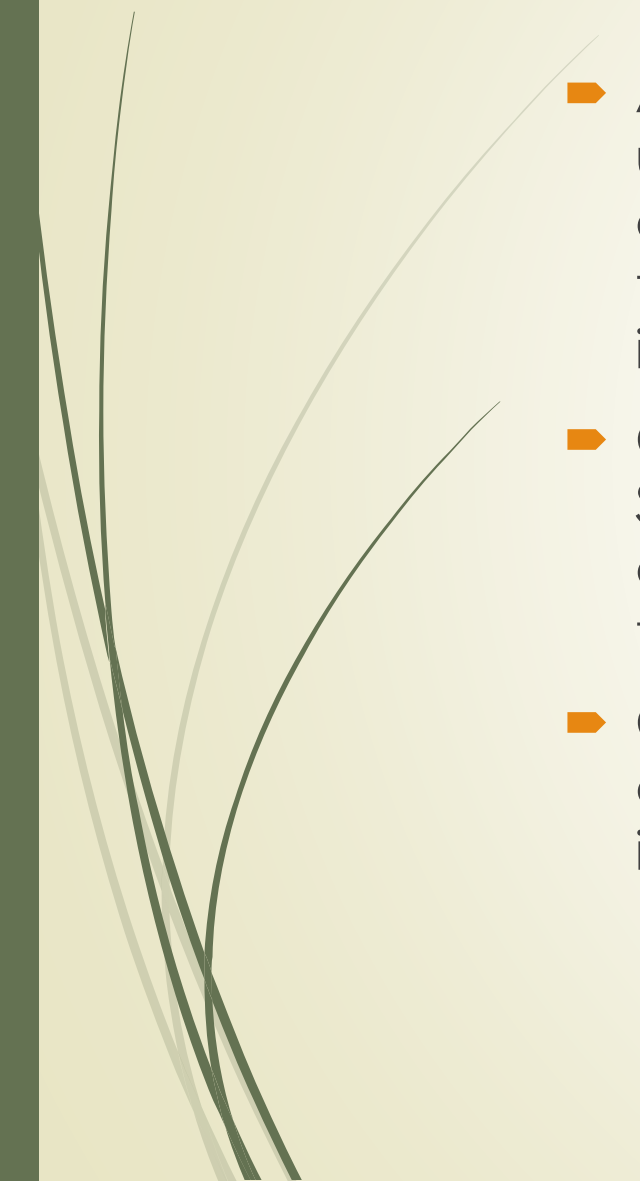
Birmingham Local Offer- <https://www.localofferbirmingham.co.uk/>

Holywell Primary and Nursery School Local Offer





Universal Offer

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- At Holywell Primary School we embrace the fact that every child is unique and the educational needs of every child are different. We ensure that all children are equally valued by having equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities.
 - Class teachers have overall responsibility for ensuring children with SEND are taught well and make progress. We use a quality first, adaptive approach to support all children with the learning across the curriculum.
 - Class teachers will work with children with SEND, as well as deploying and planning for Learning Support Assistants to support individual children or small groups.

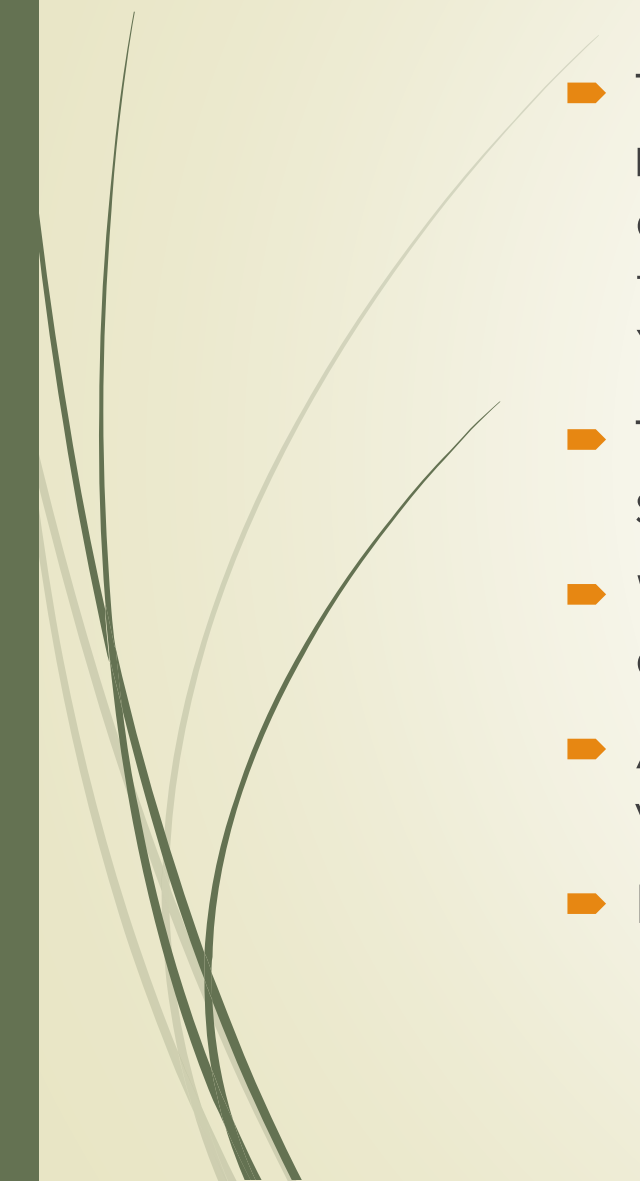


Universal Offer

- ▶ We acknowledge and draw upon parents' knowledge and expertise of their own children.
 - ▶ We have effective procedures for SEND, in line with the current Code of Practice (2015).
 - ▶ We have successful communication between Teachers, Learning Support Assistants, Children with SEND, Parents of SEND children and outside agencies.
 - ▶ We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all the support is of the highest quality.
 - ▶ We have a THRIVE practitioner who works with children from across the school.
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Universal Offer

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- The school is fully compliant with the Disability Discrimination Act requirements. The school is on a split-level with easy access. There are two lifts; one from Early Years and KS1 to the Hall and Yr3 and then one from the school library to KS2. A stair lift allows access to Year 6.
 - There are three bathroom management areas, with disabled toilets, shower area and changing facilities.
 - We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
 - After-school provision is accessible to all children, including those with SEND.
 - Extra-curricular activities are accessible for children with SEND.



Universal Offer

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- We have strong links with our local high schools and liaise well with them regarding children moving into their school and any movements between schools.
 - We work very closely and have a very strong relationship with our surrounding nurseries, working together on meeting the needs of all children and continuing their learning journey.
 - We ensure that the consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
 - Lessons are adapted to meet the needs of learners and a variety of resources including IT are available for children to access.
 - Ongoing assessment of children's learning is used to monitor progress. Where necessary, short-term interventions are used when gaps in learning are identified.
 - Further information about our universal offer is available on the school website. Individual school policies outline the school's approach to specific areas.



SEN Support

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- ▶ The school uses a variety of approaches to meet an individual child's needs. This intervention can last up to 20 weeks and include small group work to meet specific need, specific interventions for a period of time, closer monitoring of progress, 1:1 work including amanuensis; bespoke transition programmes to and from the school; involvement of outside professionals for advice (for example Educational Psychologist, Speech Therapists etc.). This advice then informs the work undertaken by staff and child.
 - ▶ Your child may have some support in class for some lessons, if the school thinks this will help him/her to make progress. Your child will not always need, or benefit from 1:1 support in class, because they need to learn to work independently. Information about each intervention is available from the SENCo.
 - ▶ Interventions will be reviewed at least termly and this review will be completed with parents. Following the review there may be a need for a further period working on an intervention, an alternative intervention used or support may no longer be needed.



SEN Support



- ▶ Parents may also ask school to seek advice from outside professionals if they have concerns.
- ▶ If you wish to complain about the school's response to meeting your child's needs you must first raise your issue using the school's complaint procedure available on the school website.
- ▶ The school budget includes the SEN Notional Budget. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in line with the School Development Plan priorities for inclusion. This is in consultation with the SENCo and school governors on the basis of needs in the school.
- ▶ Each local authority has an Information Advice and Support Service (SEND IASS) who are also there to help parents and carers.



SEND IASS Contact Details

➤ **Worcester:**

- Office opening hours are Monday to Friday from 8.30am to 4.00pm.
- phone: [01905 768153](tel:01905768153)
- email: sendiass@worcestershire.gov.uk
- address: County Enterprise Workshop, St Paul's St, Worcester, WR1 2BA

➤ **Birmingham:**

- Phone 0121 303 5004
- Email: SENDIASS@Birmingham.gov.uk
- Birmingham SENDIASS, PO BOX 16270, Birmingham, B2 2HN



Education, Health and Care Plan (EHCP)

- ▶ Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an Education, Health and Care Plan (EHC Plan). If the LA agrees to begin the process; an EHC Plan takes 20 weeks to complete. Your child will continue to be supported from the school's SEN resource while the plan is completed.
 - ▶ The EHC Plan will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised. Staff in the school will access professional development in order to ensure that they have the skills to teach your child. Your child will also have access to all the provision as part of the Universal Offer and SEN Support.
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Education, Health and Care Plan (EHCP)

- ▶ School will keep you informed about the progress your child is making through assessment and termly review as well as the Annual Review of the EHC Plan. If your child is not making expected progress then the school will request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty.
 - ▶ For children who have a disability a discussion will be held with parents, the previous school/setting and the agencies working with your child to ensure that the school is equipped to meet the child's needs before they join.
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Working With Parents

If your child has a special need or disability we will:

- Talk to you about your child's difficulties in learning or disability so we can understand their needs.
 - Make an assessment of your child's learning so we know which skills they need to learn next.
 - Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
 - Have a range of programmes to help children who need extra support with learning or managing their behaviour.
 - Check on progress at least once a term and invite you to a meeting to discuss that progress.
 - Meetings can be arranged with teachers or the SENCo in addition to these reviews.
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Working With Parents

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- ▶ Ask for advice from an Educational Psychologist, Advisory Teacher, Speech and Language Therapist or health colleague if we are unsure how to help your child make progress.
 - ▶ Inform you about how to make a complaint if you are not happy with what we are doing to support your child.
 - ▶ Talk to you if we think we need to consider asking the Local Authority to make an assessment of your child's needs through an EHC Plan request because more advice/resources are needed to help your child to make progress.
 - ▶ Support for children, who require it, is provided for children to access after school clubs available to all children.
 - ▶ Trips are arranged to ensure that all children are able access them.
 - ▶ The named Inclusion Governor is Mrs Anna Smith who is contactable via the School Office.

Other relevant information and school policies include:

Worcestershire Schools Local Offer
Accessibility Plan
Equality Scheme
SEND Policy
SEN Information Report

R.L. Soudani (September 2026)



Appendices

- ▶ *The following slides include information regarding support available for children in each of the broad areas of need included in the SEN Code of Practice (DfE, 2015).*
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Communication and Interaction (ASD and SLCN)

- Effective classroom teaching with use of visual clues and support.
- Small group targeted interventions to develop skills in language and social interaction.
- Use of WellComm screening package for all children entering school.
- WellComm intervention used with all children who require it.
- LSAs have opportunities to regular training, once termly ran by Worcestershire Speech and Language service.
- All class-based staff have completed regular Autism training.
- Access to advice and support from Speech and Language Therapists.
- Access to advice and support from Complex Communication Needs Team (CCN).

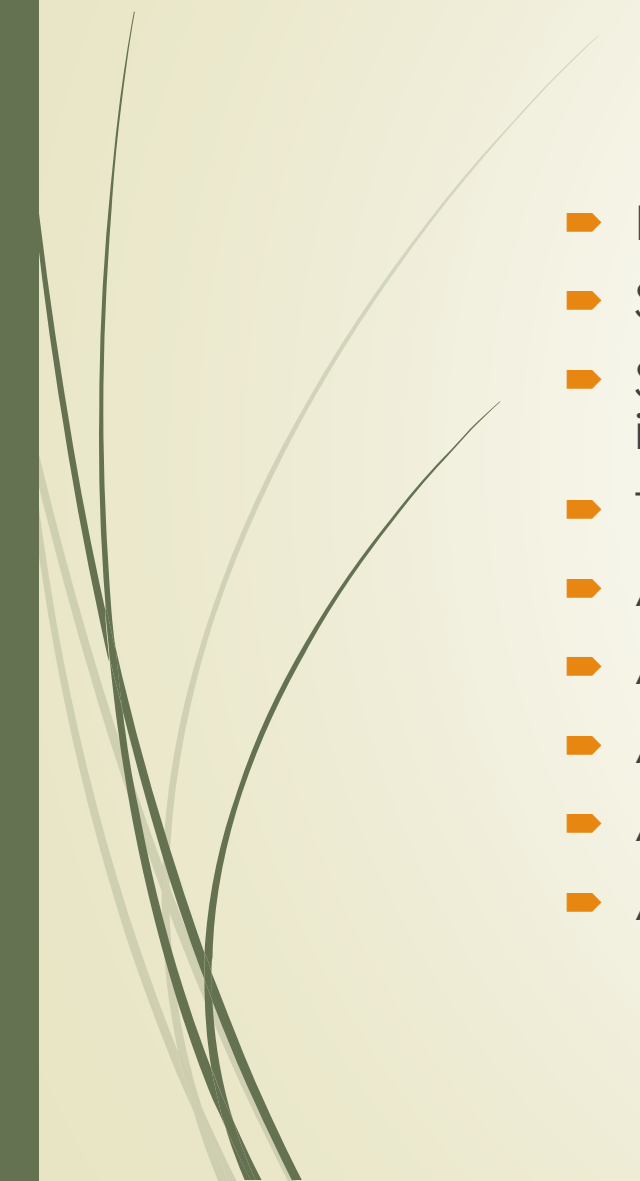


Cognition and Learning (MLD, SLD, SpLD)

- Systematic and effective teaching of phonics in the Early Years and Key Stage 1 and across the school as appropriate.
- Clear visual supports and displays.
- Interventions in Maths, Reading and Writing, such as Fresh Start, RWI Fast Track Tutoring, First Class Number and Precision Teaching.
- Access to specialist support from Chadsgrove Teaching School.
- Access to specialist support from Educational Psychologist.
- Use of Worcestershire Dyslexia Pathways.



Social, Emotional and Mental Health.

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- ▶ Daily round up to evaluate the day.
 - ▶ Small group Nurture Activities.
 - ▶ Small group targeted interventions to develop skills in language and social interactions.
 - ▶ THRIVE school with dedicated THRIVE practitioner.
 - ▶ Ability to refer to WEST
 - ▶ Ability to refer to Early Help Family Support.
 - ▶ Access to specialist support from Educational Psychologist
 - ▶ Ability to refer to Melo and Mini Melo (Worcestershire Support)
 - ▶ Ability to refer to CAMHS



Sensory and Physical Needs



- Fully accessible school building
- THRIVE programme and fully trained THRIVE practitioner.
- Trained members of staff to support and increase independence.
- Trained staff to support medical needs.
- Access to resources from Chadsgrove Outreach team, as required.
- Use of Worcestershire Dyspraxia Pathways
- Access to advice and support from NHS practitioners.
- Access to Sensory and Physical Worcestershire Teams as required.