

SEND Information Report

Sept 2025- July 2026

Introduction

Welcome to our SEND Information Report which includes information about the school for the previous academic year. The school supports inclusion of all who are able to access mainstream education.

The school has a history of successfully including children with needs in each of the four broad areas of SEN:

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory and/or Physical Needs

Introduction

At the time of writing 26.2% of the pupils have SEN with 21 children having an Education Health and Care Plan (5% of the pupil population).

DfE statistics 30th June 2026 show that nationally 14.8% at SEN Support and 6% having an Education Health and Care Plan.

Identifying the Special Educational Needs of Pupils.

- All staff are responsible for identifying children with special education needs. The SENCo will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Children making less than expected progress in attainment or development will be monitored more closely.
- Teachers with the SENCo will discuss all the available information about a child alongside national data and expectations. Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs. Advice from outside agencies may also be sought as necessary. Only with the agreement of Parents will a child be moved to SEN Support.

Identifying the Special Educational Needs of Pupils.

- Where an individual is identified as having SEND their needs will be assessed. This may involve asking for support from outside agencies such as Educational Psychology. SEN Support will be planned (recorded on an Individual Learning Plan) and implemented following the results of any assessment. This support and the child's progress against the set targets will then be reviewed at least termly. Planning and reviewing to meet the needs of individuals will include discussions with the child and their parents.
- Further information is available in the school's Local Offer and the Special Educational Needs and Disability Policy available on the school website.

Identification of SEND and Graduated Response.

As for all children plus:

- A graduated approach to addressing SEND through 'Assess, Plan, Do and Review' cycle approach.
- Clear assessments of the child's needs and current strengths, shared with the child and parents.
- Plans for interventions and support to address areas of needs linked to specific and ambitious targets, shared with the child and parents.

Identification of SEND and Graduated Response.

- Planned interventions and support delivered by well qualified staff.
- Regular (at least termly) review of progress shared with the child and parents.
- A focus on developing independence in learning while still providing appropriate support to remove barriers.
- Effective use of external advice and guidance in targeting intervention.

The SENCo and School Policy

The named SENCo at Holywell is Mrs R.L. Soudani.

The school's Special Educational Needs and Disability Policy is reviewed at least annually by staff and the Local Governing Board.

The named Governor for Inclsuion and SEN is Mrs Anna Smith.

The SENCo and School Policy

The SENCo monitors the impact of interventions and adaptations introduced to support individuals with SEN. Evaluation enables identification of successful practice while also informing future development and action planning. Children's and Parents' views are also welcomed in relation to how effectively the school's provision meets the needs of individual children.

Lessons are adapted to meet the needs of learners. All children are able to access a broad and balanced curriculum. Children with SEND will access support within lessons as appropriate and sometimes interventions outside lessons depending on their individual needs. Their Individual Learning Plan will include details of any arrangements that are additional to and different from the usual curriculum.

Staff Training

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This has including adaption and ASD training.

When an outside agency works with a child time is given for the professional to feedback to staff, as to findings and potential additional support.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class such as medical needs, Speech and Language and Brick Therapy as well as programmes from health professionals such as physiotherapists.

Equipment and Facilities

- Resources identified to meet the needs of children with SEND are usually funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. Many adaptations have already been made to the building to ensure it is accessible and the school makes any reasonable adjustment as necessary.
- Advice from external agencies is proactively sought and the school acts on the advice it receives including suggested resources required.

Discussions with Parents and Children

- Before a child is moved to SEN Support the views of Parents and the child are sought. When a child has been identified as having SEN there are at least termly meetings with Parents to review your child's progress and agree new targets. As part of this, activities that can be completed at home will also be shared. The views of each child are seen as being equally important and they are also part of their Individual Learning Plan Review and writing the new one. Staff or Parents can ask to have further meetings as necessary between each term meeting. Meetings with the SENCo can also be arranged at a mutually convenient time.

Complaints Procedure

The partnership with parents is particularly important aspect of provision for children with SEND and we hope that through this partnership the number of complaints will be very few.

- The complaints procedure has a hierarchical structure and is detailed in the Complaints Policy available on the school website. In brief the structure is as follows:-
- Parents are asked to discuss their concerns as early as possible with the class teacher so that appropriate action can be taken.
- Should there be continuing difficulty a meeting can be arranged with the SENCo.
- Follow the Complaints Policy procedures.

Parents should feel confident that all concerns or complaints would be dealt with sympathetically at each stage.

Local Governing Board Responsibility

- Ensure that arrangements are in place in school to support children with medical conditions (please see the Medical Conditions Policy).
- Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and Disability.
- Ensure the necessary provision is made for any pupil who has Special Educational Needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.

Local Governing Board Responsibility

- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.

Local Governing Board Responsibility

- Ensure that parents are involved in the decision-making process in relation to SEND provision being made of their child.
- Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

Support Services for Parents of Children with SEN

- Parents need to access SENDIASS for the area they live in. This organisation is able to offer advice and support to all Parents of children with SEN. The details below are correct at the time of writing.

Worcestershire Address

Worcestershire Information Advice and Support Service is located at www.hwsendiass.co.uk

Birmingham Address

Birmingham SENDIASS website is located at www.birminghamsendiass.co.uk

- The school is happy to advise Parents of support that may be available for Parents with children with specific needs on an individual basis.

Transition between schools

- The school works to support children with SEND as they join the school and as they leave the school to make the move to their next school. The SENCo and class teachers discuss the needs of each child with the previous/ next school. Resources are organised so that they are in place for when the child joins the school. Individual transition programmes are arranged and supported by the school as necessary. Such programmes have included additional visits made by or to the children. The SENCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.

Other Relevant Information

- Worcestershire Local Offer available at www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer
- The school publishes its Local Offer on the school website.
- Accessibility Plan
- Equality Scheme
- SEND Policy
- Intervention Map