



**Special Educational Needs Information
Report for Parents**

November 2025

How we support our children with special educational needs and/or disability

What type of school is Holway Park?

Holway Park is mainstream primary school. **We are an inclusive school that aims to provide for the needs of all the children attending the school.** The school follows the *SEND Code of Practice 2014* and makes provision for children with

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and/or Physical Needs

The school building is fully accessible, as are the majority of the grounds, and the school has accessible toilets. Further details can be viewed in the school's *Accessibility Plan* available on the school website. **Holway Park also has an ASC centre for pupils with a diagnosis of autism who are in receipt of an Education Health and Care Plan.** This provision is specifically designed to support these children with their social communication, emotional regulation and learning development. It provides an individually differentiated curriculum with a high level of individual and group support, the use of visual communication aids, and access to specialist equipment designed to help with sensory and emotional regulation. **Admission to this provision is through allocation of a place by the LA SEN Placement Panel only.**

Who is responsible for children with SEN at Holway Park?

Class teachers in the school are responsible for the progress of children with SEN in their classes. The persons specifically responsible for the day to day management of the SEN provision in the school are the Special Educational Needs Coordinators (SENCOs).

The school also has a governor with specific strategic responsibility for SEN, **Mrs Frances Gregory** who is contactable through the school.

How does the school know if children have SEN?

The *SEND Code of Practice 2014* identifies special educational needs as follows:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The school gathers information about children's SEN by

- talking to parents
- talking to previous schools and pre-schools
- receiving information from education and health agencies
- regularly reviewing children's progress at school
- assessing children using formal and informal assessments
- observing how children work and behave in class and elsewhere

The school uses this information and guidance from the government and the Local Authority to help identify which children have SEN and the provision we need to make to meet their needs (*SEND Code of Practice 2014*). If, after gathering all this information the school feels that a child may have a special educational need, this will be discussed with parents.

Most children with SEN will receive support decided on by the school. The vast majority of children will be supported in this way. This level of support is called **SEN Support**. Children with more significant and complex needs may need an **Education, Health and Care Plan (EHC Plan)**, should they meet the criteria set out by the local authority.

What should I do if I think my child has SEN?

You should speak to your child's class teacher who may discuss your concerns with the relevant school SENCo. You can also speak directly to the relevant SENCo.

How will I know how my child is doing?

The school will regularly assess your child's progress through

- assessing their work
- formal and informal assessments
- reviewing their progress on any special programmes

You will be kept informed of how your child is doing through

- informal discussion with the class teacher
- Parents' Evenings at which you can see your child's teacher and the SENCo on request
- copies of termly Assess, Plan, Do, Review plans if your child has SEN support in the mainstream school
- your child's annual report

Where children have High Needs funding (EYFS only) or an Education, Health and Care Plan, a more formal Annual Review will take place at which parents and children will be invited to give their views about progress and outcomes.

How will the school support my child and how will the curriculum be matched to their needs?

The school's provision for SEND is defined as that which is *additional to or different from* that which is available to all children.

The school aims to include all mainstream children in whole class learning through careful differentiation of whole class learning opportunities, and varied independent work incorporating work that is matched to the level of each individual child.

Where children with SEND need a more individualised approach in specific areas of their learning they may be given additional individual or small group support within the class to enable them to access the learning. They may also be withdrawn for group or individual intervention to address specific their learning needs.

Children in the ASC Centre have a highly differentiated curriculum, which is designed specifically to meet their particular needs. They may join mainstream classes with support for some of their learning if appropriate.

Many children with SEND in the mainstream school have Pupil Passports that give information about their needs and the type of support that is helpful.

At Holway Park, we follow the Somerset Graduated Response Tool.

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/>

How is the decision made about the type and the amount of support my child will need?

We ensure that a child's needs are provided for to the best of our ability within the funds/resources allocated to the school for SEND.

Where a mainstream child is being supported at **SEN Support**, the type and level of support is usually decided upon by the class teacher. The school's SENCO may provide advice.

Where a child has an **Education, Health and Care Plan**, the type and amount of support will be detailed in the plan.

How will my child be included in activities with other children in the school, including school clubs, trips and visits?

The school makes every effort to include all children in all such activities. Where necessary adaptations can be made through

- assessing risks and modifying activities
- providing a similar alternative activity
- providing additional adult support
- preparing children about what to expect

Where it is anticipated that these activities may present significant challenges these will be discussed directly with parents in advance.

What support will there be for my child's social and emotional development?

The school's vision statement - *Stargaze, Spirit, Strive to Sparkle* - underpins every aspect of school life and is the key to ensuring high levels of motivation, enthusiasm and excitement in learning.

All school staff are very aware of the individual role they have to play in promoting children's' welfare and emotional health,

In addition, the school has staff trained specifically in emotional assistance that are available to support children who are experiencing particular challenges in this area.

Senior Management and other staff meet weekly to allocate and review the support available for these children.

The school takes allegations of bullying very seriously and the arrangements for dealing with these are set out in the school's *Anti-Bullying Policy* which is available on the school website.

What specialist services and expertise are available at or accessed by the school?

The school has expertise in and runs a wide range of interventions to support children's academic and emotional development. We employ a part-time speech and language therapist and occupational therapist and we also access a range of outside including local authority services provided by the Somerset Support Services and the National Health Service. These can be accessed by referral by the school through the completion of an *Early Help Assessment (EHA)* or NHS referral in agreement with parents. The school also works with voluntary agencies where this is appropriate.

What training does the school staff have for supporting children with SEND?

Staff receive regular training in identification and provision for children with SEND. The specific focus of this is identified through an annual action plan and training is delivered through regular staff meetings and INSET days.

In addition, staff may receive external training by specialist agencies and health services linked to the specific needs of children in their class or those that they support.

How are parents/carers of children with SEN consulted and involved in their child's education?

Holway Park is proud of the partnership that it has developed with parents and continues to work to maintain these. Teachers are always happy to discuss concerns and celebrate successes with parents of children with SEN informally, and parents are able to meet with their child's teacher on a more formal basis at the Parents' Evenings.

In addition, parents of children with High Needs funding (EYFS) or Education, Health and Care Plans will be involved in the Annual Review of their child's needs, progress and provision.

How are children with SEN consulted and involved in their education?

Children are at the heart of all we do at Holway Park and they have a strong voice in sharing their opinions about all the provision they receive. They are enabled to make choices and give feedback on how they feel they are achieving and making progress on a daily basis. Pupils who are receiving SEN support are invited to contribute to and comment on their APDR targets. The particular views of children with SEN who have Education, Health and Care Plans on their progress and the provision made for them, are always sought prior to annual review meetings. Where appropriate, children are invited to attend part of the meeting to share their ideas in person. If this is not appropriate, their views will be discussed and taken into account when planning further provision.

How will the school prepare and support my child to join the school, transfer to a new setting or the next stage of education?

Entry to the Reception Year

Where a child has an Education, Health and Care Plan issued while they are in a pre-school setting, or have High Needs allocated funding at pre-school, a School Entry Plan will be arrived at jointly with the pre-school setting, parents and professionals so that the child provision and support can be planned in advance. This plan will be reviewed within the child's first term at school.

For children who have special educational needs identified at pre-school, but do not have funding or an Education, Health and Care Plan, a School-led Early Years Transition Meeting will be held with parents and the pre-school; this will also plan provision and support in advance.

Entry to Years 1 to 6

Where children who enter the school who already have identified needs, the SENCo will contact the previous school in order that these may be better understood and appropriate provision made. Where necessary, transition meetings may be held with the child's parents and current school and a transition plan may be put in place. Where a child with SEN is moving to another school from Holway similar arrangements can also be made, depending on the policies of the receiving school.

Year 6

When children with SEN leave the school at the end of their primary schooling, the school will also meet with the receiving secondary school and pass on information about the child and strategies that have been successful in supporting them. Some children will need a greater degree of support for transition and this will be planned with the secondary school and parents. We are happy to co-operate in any arrangements, such as additional visits, that may be appropriate.

If I have a concern about the arrangements that school is making for my child, what can I do?

Although the school always aims to meet the needs of our children with SEND we do realise that from time to time, parents and carers may have concerns. If a concern arises, please see your child's class teacher.

If your concerns persist, you can arrange a meeting with the relevant SENCo to discuss them and plan new ways forward.

The school's *Complaints Policy* can be found on the school's website.

How does the school evaluate the effectiveness of its provision for children with SEN?

The effectiveness of our SEN support is continuously and rigorously monitored through lesson observation, work scrutiny, data analysis and pupil progress meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every lesson.

The success of the school's provision for children with SEN is monitored by the Governing Body's SEN Committee.

The outcomes for children with SEN are reported on annually to governors.

How does the school provide for Looked After Children with SEN?

All the arrangements detailed in this document apply to children in the care of the Local Authority with understanding that their needs and circumstances will change over time. Where there are care needs in addition to Special Educational Needs, the school's Designated Teacher and Safeguarding

Leads will liaise with external agencies and the SENCo to ensure the appropriate services are involved and consulted.

What other support services are available to parents of children with SEN?

There are a wide range of local authority and voluntary support services to parents.

Somerset SENDIAS (Special Educational Needs and Disability Information, Advice and Support) can give children, young people and their parent carers information, advice and support about SEND. This can include information on Education, Health and Care (EHC) Needs Assessments and Plans.

Contact details: 01823 355578

somersetSENDIAS@somerset.gov.uk

Whom should I contact about SEN at the school?

Your first contact if you have concerns will normally be the class teacher, but if you wish you may contact the relevant SENCo. You can do this through the school office on 01823 252126 or by emailing Laura.Kidner@holwaypark.somerset.sch.uk or Lucinda.Hall@holwaypark.somerset.sch.uk.

There are two SENCos at Holway Park Primary School.

Mrs Laura Kidner - Mainstream School

Mrs Lucinda Hall - ASC Centre

Where can I get further information?

Somerset Local Authority's *Local Offer* can be found on the following website:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

With thanks to all the pupils and parents who contributed their views to this report.

L. Hall

L. Kidner

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