Holdbrook Primary School & Nursery

SEND Information Report

2026-2027



Our School

Welcome to our 'School Offer' information report. On these pages you should be able to find the answers for many frequently asked questions relating to what we offer children in our school who have a Special Educational Need or Disability (SEND). The whole school community has contributed to collating the information in this report including; our Headteacher, Deputy-Head/SENCo, Governors, teachers, as well as parents/carers and it will be reviewed annually.

Holdbrook is a mainstream inclusive school that values all pupils as individuals and strives to ensure that all reach their full potential during their time at Holdbrook academically, as well as, personally, socially and emotionally. It is recognised that sometimes, in order for pupils to achieve this, they may need additional support which has been identified as a Special Educational Need (SEN).

The Special Educational Needs and Disability Code of Practice: 0-25 years, states that (6.15)

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'



Meet our SENCO

The SENCO is Mrs Turner

If you would like to contact Mrs Turner, please email senco@holdbrook.herts.sch.uk

We are pleased to introduce Mrs. Laura Turner, our school's Special Educational Needs Coordinator (SENCO). Mrs. Turner plays a key role in ensuring that all pupils, including those with special educational needs and disabilities (SEND), receive the support they need to thrive academically, socially, and emotionally.

With extensive experience in inclusive education, Mrs. Turner works closely with teachers, parents, and outside professionals to identify individual learning needs and put effective strategies in place. She is passionate about ensuring that every child has access to a broad and balanced curriculum, and she is committed to creating an environment where all pupils feel valued and supported.

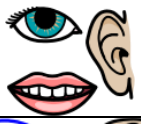
Parents and carers are encouraged to contact Mrs. Turner if they have any questions or concerns regarding their child's additional needs. She is always happy to meet, listen, and provide guidance on the support available both within school and through external services.



Special Educational Needs

At Holdbrook Primary School & Nursery we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

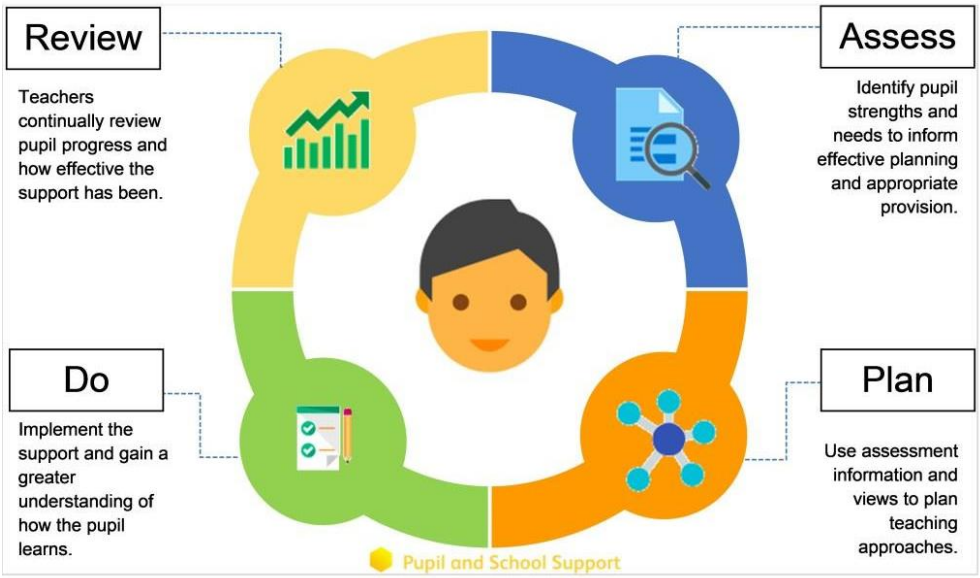


Identifying and Assessing Need

At Holdbrook Primary School & Nursery we work closely as a team and if staff have a concern about a child, they discuss these concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children may require more support and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



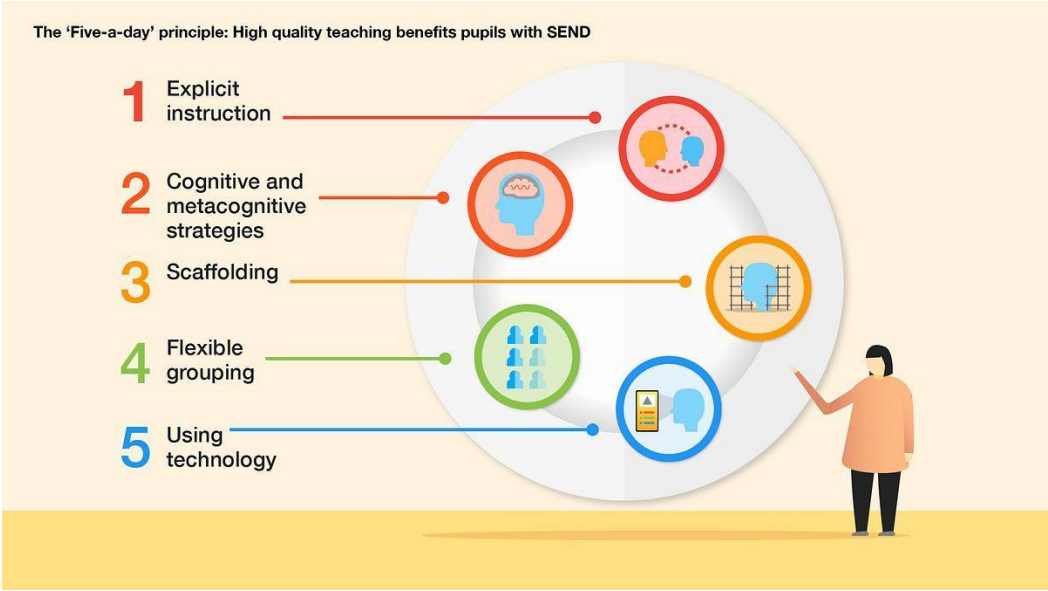
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

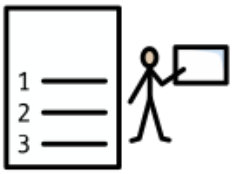


Our approach to teaching children with SEND

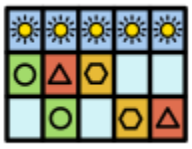
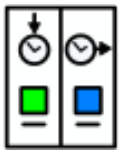
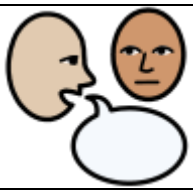
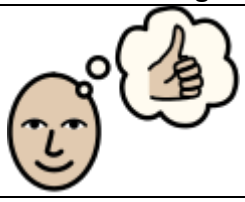
Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

	We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.
 **Parent Consultations**	At Holdbrook Primary School & Nursery we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. For children who have an Education, Health and Care Plan, SEN Support Learning Plan or require specialist support, we will invite you in for 3 meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.
 **Child Consultations**	Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.



Evaluating Provision

Review progress in SLT meetings to discuss next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Learning Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.



Staff Training

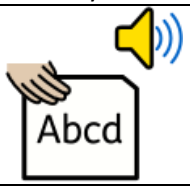
At Holdbrook Primary School & Nursery, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

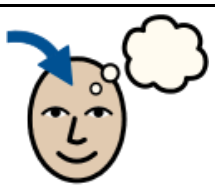
When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Sensory needs	Bucket time
			
Autism (Level 2)	Makaton – Level	Phonics (catch-up)	Team Teach

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<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>Specific Learning Difficulties</td><td>Complex Needs training</td><td>Nurture support</td><td>Speech and Language</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td>De escalation</td><td>Attachment</td><td>Reading for those who struggle</td><td>Therapeutic Thinking</td></tr>
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Transition Support</td><td><u>Nursery to Reception</u>
We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold a ‘stay and play’ session in the second half of the summer term in preparation for their September start. We also make home and Nursery visits for all new children in this half term too.

<u>End of Year transition</u>

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

<u>Secondary Transition</u>
We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

<u>Mid-Year new starters</u>
When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.</td></tr>
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Outside Agencies</td><td>We work with the following agencies to provide support for children with SEND:

SafeSpace counselling
Communication and Autism Team
Specific Learning Difficulties Team
School Health Advisory Service
Speech and Language Therapy
Visual and Hearing impairment team
Middleton Outreach
Amewell Outreach

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will share this in a meeting with you.</td></tr>
<tr><td></td><td>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips.</td></tr>
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 **Clubs and Trips**	All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, chaplaincy Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 **Complaint Procedure**	Your first point of contact is your child's class teacher If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCO or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office. Caroline Jenkins – Chair of Governors Paula Violet - SEND Governor
 **Hertfordshire Local Offer**	The Hertfordshire Local Authority Local Offer can be found at : https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx
 **Feedback**	"I would like to thank the teachers of Holdbrook Primary school & Nursery for being so supportive and kind to our child and our family." "I feel really supported by all the staff at Holdbrook and I have been really impressed with the support that has been put in place for my child"