Special Educational Needs Annual Report September 2026

This report reflects the practice currently in place at Holmer Green First School and Pre-School and complies with the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice 2015. It sets out the provision the school makes for pupils with special educational needs and disabilities (SEND). It should be read in conjunction with the school's SEND Policy available on the school's website at www.holmergreenfirst.co.uk.

What type of SEND provision does Holmer Green First School and Pre-School cater for?
Holmer Green First School and Pre-School is committed to providing a quality education for all pupils, including those with SEND and values all children equally. We believe that all children have individual needs, strengths and talents, which should be met through an inspirational school curriculum and high quality teaching which allows each child to work at their own level and pace. In order to achieve this, some children will require additional support or challenge in school.

We strive to remove any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and work hard to eliminate prejudice and discrimination. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Holmer Green First School and Pre-School currently caters for children with a range of SEND needs and we are happy to discuss individual requirements. We strongly encourage parents to make an appointment with the Headteacher before applying for a school place to ensure specialist provision can be put in place. Currently we can offer:

- A flat, wheelchair accessible site with a disabled toilet.
- Experience of successfully including children who are partially sighted, have significant hearing loss, have physical co-ordination difficulties, as well as those that have speech and language difficulties.
- Experience of children who have a diagnosis of autism.
- Experience of children who have challenges with communication and interaction, cognition and learning, social, emotional, and mental health and sensory and/or physical needs.

The school has clear roles and responsibilities for SEND provision. The Inclusion Leader (SENCO) coordinates provision and liaises with staff, parents, and external agencies. Teachers are responsible for the progress of all pupils in their class, implementing individual support plans as required. Support staff deliver interventions and record outcomes, while the Governing Body monitors the effectiveness of SEND provision and ensures resources are available to meet pupils' needs.

How does Holmer Green First School and Pre-School identify pupils with SEND?
The school uses a range of methods to identify children with SEND including:

- Parents and carers are encouraged to share concerns they have with the school at the first opportunity.
- Teachers and support staff observe and assess children continually while they are teaching and marking work so that they are quick to notice children who are experiencing any challenges. They then change and adapt work or the provision to ensure children are able to make progress.
- The school works closely with pre-schools and other settings previously attended by children to gather relevant information about their individual needs, development and support. This may include meetings with staff, visits to the setting, and sharing relevant plans and programmes.

- Our monitoring of termly progress identifies all children's current level of attainment and the amount of progress they are making using National Curriculum year group objectives and EYFS Development Matters levels, these are also compared to national averages. Pupils with SEND can be identified: if limited progress is being made, if a pupil's level of attainment is low in comparison to the expectation for their age group, or if progress differs significantly in one specific area of the curriculum.
- Reports from other professionals e.g. paediatrician, speech and language therapist etc.

How does Holmer Green First School and Pre-School support the learning of pupil's with SEND?

We aim to support and challenge all children at an appropriate level through quality first teaching in the classroom. We use a variety of methods and strategies to support our children with SEND and consider it important to match the right method with children's individual needs. The school also follows the Supporting Pupils with Medical Conditions Policy to ensure that children with medical needs are fully included in all aspects of school life. Health Care Plans and reasonable adjustments are implemented where necessary, in line with statutory guidance and the Equality Act 2010. Methods and strategies used aim to encourage independence and include:

- Teachers adapting work to make it more accessible for individual children, for example: simplifying tasks, breaking tasks down into smaller stages, using larger print, providing alternative means of recording, photocopying resources using coloured paper, using manipulatives etc.
- Providing additional support such as learning aids e.g. visual prompts or optimising a child's seating position within a room or group.
- Providing adult support within the classroom and to administer specific programmes.
- If a pupil is identified as having special needs that require more support, then a provision map or support plan will be put in place to outline the additional provision the pupil will receive in order to support their learning.
- If a pupil is deemed to have significant needs the school may apply to the Local Authority for an Education, Health Care Plan.
- If a pupil has medical needs a Health Care Plan will be put into place.

How does Holmer Green First School and Pre-School assess pupils with SEND?

Most assessment is carried out as part of everyday teaching. Teachers assess children continually throughout every lesson by observing them, listening to their responses to questions, live marking their work, and during Continuous Provision. Additional assessment activities include:

- Specific assessment tasks are used to check children's progress against specific skill sets and learning objectives.
- Children with provision maps, support plans or EHC Plans have termly reviews to assess how they are performing in relation to their personal targets.
- Diagnostic testing is used to identify specific areas that need additional support.
- Assessments may be carried out by outside agencies such as the Cognition & Learning Team or Educational Psychologist if the school feels it is appropriate.
- Very specific and measurable targets are set for children with provision maps, support plans and EHCPs. These are reviewed each term and it is expected that the children will meet these targets. If they have not met the target then we aim to understand why the target was not met. This may result in us providing additional support or changing the programme to make it more effective for the child concerned. If a planned programme is not working for a child then it may be changed before the termly review. Detailed records are kept of each intervention session along with the work completed.

How does Holmer Green First School and Pre-School evaluate the effectiveness of its provision for pupils with SEND?

All interventions are monitored to ensure they are effective and have an impact on raising attainment. The methods we use to do this include:

- Reviewing children's progress.

- Lesson observations and observations of programme delivery.
- Provision maps, support plans and EHCPs are reviewed by the Inclusion Leader each term or earlier if the intervention is not working.
- Data analysis and progress tracking using Insight.
- Regular, evaluative visits by our Inclusion Governor.
- Discussions with pupils and parents.

How does Holmer Green First School and Pre-School adapt the curriculum & learning environment for children with SEND?

When a child has been identified with SEND their work will be modified or adapted by the class teacher to enable them to access the curriculum more easily. This may include simplifying the task, breaking a task down into smaller stages, working as a group or providing additional adult support. Other ways of making the curriculum accessible include:

- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips, ear defenders etc.
- A range of curriculum resources are used to support specific subject areas e.g. Numicon is used in maths lessons and coloured overlays or word banks using Widgit symbols can be used in literacy/theme lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position or large print.
- Children with SEND are set specific targets according to their area of need. These targets are set out within a Support Plan or an EHCP. Progress in relation to the targets set is monitored closely by the Class Teacher and reviewed by the Inclusion Leader each term.

How does Holmer Green First School and Pre-School provide additional support for learning?

See above section on how we support the learning of pupils with SEND and adapt the learning environment and curriculum. These strategies will meet the needs of most pupils with SEND. However, if children do not make expected progress they may need additional, highly targeted interventions and we provide this by:

- Teachers plan for Support Staff including Teaching Assistants (TAs) and Learning Support Assistants (LSAs) to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. Support Staff may also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by Support Staff to target specific areas such as phonics, spelling, maths, physical co-ordination, speech and language development, handwriting, attention and listening skills and social skills. Intervention programmes vary in length and are detailed on a provision map or support plan. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service and Early Years SEN Team and Occupational Therapist and Speech and Language Therapist through virtual consultations. A referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, specialists will make recommendations which will be included in a support plan.

What activities does Holmer Green First School and Pre-School provide for pupils with SEND in addition to those available through the curriculum?

All children are actively encouraged to take part in activities and school trips including:

- A wide range after school clubs.
- Two or three theme linked school trips or visits in each year group.
- A range of visitors and curriculum enrichment activities.
- A strong emphasis on child-initiated learning across the school which allows children to apply skills and work at their level on things that interest them.
- Wide range of performance opportunities inside and outside of school including class assemblies, Christmas productions, carol concert performances at the local church etc.

Appropriate support and procedures are put in place so that all children can participate in enrichment activities. If it is deemed that an intensive level of 1:1 support is required an additional adult will accompany the child during the activity.

How does Holmer Green First School and Pre-School improve the emotional and social development of pupils with SEND?

We recognise that it is essential that children feel happy, safe and secure if they are to learn effectively. As a school, we have prioritised providing a high pupil/staff ratio. All classes have a teacher and a teaching assistant. All staff, including mid-day supervisors, pre-school, breakfast and after school club staff work hard to build positive relationships with our children. This provides the children with a range of people they can talk to as well as allowing time for children to talk when they need to. Additionally, the following provision is in place:

- The school has designated quiet "safe places" to go in each classroom if the children need time to regulate their emotions.
- TAs and LSAs run small group interventions designed to develop social skills, attention and listening skills and support with managing emotions.
- All pupils participate in PSHE lessons where social and emotional skills are discussed and developed.
- Assemblies to discuss values, and community life.
- Whole school approach to use the Zones of Regulation.

How does Holmer Green First School and Pre-School obtain new or specialist equipment & facilities?

If any individual has a need for specialist equipment or facilities the Inclusion Leader will be happy to discuss this and liaise with the local authority's SEND department and the specialist teaching service.

The school allocates a small annual budget to buy in specialist advice as well as for the purchase of low cost access items such as writing slopes, disc 'o' sit cushions, specialist programmes etc.

The school benefits from a flat site and is fully wheelchair accessible. There is also a disabled toilet that meets current requirements. Other adaptations include:

- Staff have received training on including children on the ASD spectrum and with Down's Syndrome in the mainstream class.
- We have developed a dedicated sensory room to provide children with a calm, safe space where they can regulate, access sensory resources and develop strategies to support their emotional wellbeing and readiness to learn.
- We have installed ramps around the school to improve physical accessibility and ensure that children with mobility needs can access all areas of the school safely and independently.
- Sensory trolleys are available across the school, providing easily accessible sensory resources and equipment to support children with their sensory and regulation needs within their classrooms and across the school environment.
- We have created calming dens in all classrooms, providing children with a safe and quiet space to regulate their emotions, manage sensory needs and access appropriate resources when they need time away from the classroom environment.

The school has a clear accessibility plan which aims to continually improve staff skill levels through regular training. This plan can be found on our website.

How does Holmer Green First School and Pre-School train staff in relation to pupils with SEND?

We recognise that training is essential if staff are to meet a wide range of diverse needs. All staff receive training opportunities in relation to their personal needs and the children they are working with. Our training programme includes:

- The Inclusion Leader has achieved the statutory SENCO qualification (National Award for SEN Coordination, awarded on 09/08/2019). As required by law, the SENCO is a qualified teacher and is a member of the school's senior leadership team. The Head Teacher and another member of staff are also completing their NPQSEN qualification.
- Any future appointment to the role of Inclusion Leader/SENCO who does not already hold a recognised SENCO qualification will be required to enrol on and complete the mandatory SENCO national professional qualification (NPQ) within three years of their appointment, in line with statutory requirements.
- The Inclusion Leader attends regular training and attends termly networking meetings to ensure we are in line with current legislation and good practice related to SEND.
- Individual training for support staff and teachers is provided as identified as part of their appraisals.
- Staff may receive specific individual training from external sources related to any child with SEND they may be supporting e.g. supporting children who are partially sighted or have ASD.
- Staff have the opportunity to observe each other and share successful practice.
- Support staff meetings focus on sharing ideas and providing short training sessions.
- All staff are trained in a range of topics related to SEND. Training undertaken by different members of staff includes: Lego Based Therapy, Bucket Time, Calming Kittens, Curiosity Programme etc.
- An induction programme is provided for newly appointed support staff which includes outlining policies and enables the new member of staff to shadow experienced support staff.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. epi-pen training.

How does Holmer Green First School and Pre-School obtain Specialist expertise?
At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist.
- Specialist Teaching Service.
- CAMHS (Child & Adolescent Mental Health Service).
- Community Paediatricians.
- Occupational Therapist.
- Speech & Language Therapist.
- PRU (Pupil Referral Unit).
- Family Support Workers.
- Mental Health Service.
- Social Care.
- Virtual School.

How does Holmer Green First School and Pre-School consult with parents/carers of pupils with SEND about the education of their children?
Working closely with parents is very important to us if our children with SEND are to learn and thrive. We actively seek to engage parents in their children's learning process and value parental input and insight. We have the following processes in place to consult with parents and carers:

- Home/School Reading Records (Jungle Books) for parents and teachers to note any concerns to each other.
- Termly Parent/Teacher Meetings.
- Daily contact with teachers in the playground at the end of the school day.
- Appointments can be made with the class teacher to discuss individual pupils in detail at any time during the school year.
- Two annual written reports.
- Parent information evenings.
- Parent surveys.

- Termly reviews of provision maps/support plans and meetings with parents. These are shared with parents and include activities for parents to complete at home. Parental suggestions are valued.
- Appointments can be made with the Inclusion Leader and/or Headteacher to discuss individual pupils in detail at any time during the school year.
- Annual Reviews for children with EHCPs.
- Some children with SEND may have a Home/School Communication book which goes home daily.

Parents who have concerns or complaints regarding SEND provision can initially raise them with their child's class teacher. If the issue is not resolved, parents may meet with the Inclusion Leader or Headteacher. The school also has a formal complaints procedure, available on the website, to ensure parents can escalate concerns in a structured way.

How does Holmer Green First School and Pre-School consult with children about their education?

All pupils are encouraged to contribute to their own education by:

- 1:1 discussions with teachers and support staff.
- Pupil voice.
- Taking an active role in their own annual reviews by completing pupil voice questions and sharing these during the meeting. These are either shared by the child themselves or by an adult to form the beginning of the meeting.

How does Holmer Green First School and Pre-School's Governing Body involve other bodies (incl health, social care, voluntary & community groups) to meet the needs of pupils with SEND and their families?

The Governors have appointed an Inclusion Governor who visits the school each term to monitor our SEND provision and the progress of children with SEND.

The Governors, in a support and challenge role, ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's SEN, Inclusion Policy and Accessibility Plan.

The Governors receive reports from any outside audits such as those from advisors and Ofsted and monitor the implementation of any actions arising from these reports.

When budget setting the Governors ensure funds are made available to pay for sufficient support staff to meet the daily needs of children with SEND. They also allocate a budget for providing specialist support e.g. Educational Psychologist and for the purchase of small items of equipment e.g. writing slope, specialist programmes etc.

What are Holmer Green First School and Pre-School's arrangements for pupils with SEND transferring between other education providers?

Many strategies are in place to enable the smooth transition of pupil's with SEND. These include:

- Detailed discussions between the previous or receiving schools prior to the pupil leaving or joining.
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- Photographs of the school and staff are made into transition books for children with SEND to take home.
- The Inclusion Leader will meet with parents/carers prior to their children joining the school if necessary.
- Relevant staff may visit other settings to talk to staff prior to a pupil joining the school.
- The Inclusion Leader will liaise with SENDCos from other settings to ensure all information is passed on efficiently.

- The Inclusion Leader and any other relevant staff may attend a pupil's Annual Review prior to joining the school.
- Holmer Green Junior School staff visit prior to pupil's leaving the school to speak to staff and pupils.
- Children new to Holmer Green Junior School are given a "buddy" to help them settle in.

Holmer Green First School and Pre-School collaborates with the following education providers and other settings?

- Pre-School and nursery settings where children are transitioning into Reception.
- Junior schools where pupils are transitioning into Year 3.
- Special Schools where children may be transitioning to or from into their age appropriate year group.
- Any setting where the child has a dual placement e.g. PACE or PRU.
- Any school where children are transitioning to or from during in year transitions.
- Other specialist provision e.g. PRU (Pupil Referral Unit).

How does Holmer Green First School and Pre-School communicate the contact details for the support listed above to pupils with SEND and their families?

It is important that parents can access the additional support services that their children need. The school can help pass on contact details through:

- 1:1 discussions.
- Information available from the Local Authority.
- School website.
- Welcome packs to new parents.
- Bucks Family Information Service Website.

Key contacts at Holmer Green First School and Pre-School:
Headteacher

Name: Mrs Gillian Jones

Email: office@holmergreenfirst.bucks.sch.uk

Tel: 01494 712050

Inclusion Leader

Name: Miss Jackie Trattner

Email: office@holmergreenfirst.bucks.sch.uk

Tel: 01494 712050

Holmer Green First School and Pre-Schools link to the Bucks Local Offer

Information for the Local Offer for Buckinghamshire is available at:
https://familyinfo.buckinghamshire.gov.uk/send/

Bucks Special Educational Need and Disability Information, Advice and Support Service (SENDIAS) – Parents Support Service:
https://familyinfo.buckinghamshire.gov.uk/

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383293 or email familyinfo@buckinghamshire.gov.uk